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U.S. Congress. House. Committee on Labor.
To safeguard the welfare of apprentices.
Hearings... on H.R. 6235. 1937.

TO SAFEGUARD THE WELFARE
OF APPRENTICES

HEARINGS

BEFORE A

SUBCOMMITTEE OF THE
COMMITTEE ON LABOR)

HOUSE OF REPRESENTATIVES

SEVENTY-FIFTH CONGRESS

FIRST SESSION

ON

H. R. 6205

APRIL 22, 23, AND 26, 1937



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TO SAFEGUARD THE WELFARE OF APPRENTICES

THURSDAY, APRIL 22, 1937

HOUSE OF REPRESENTATIVES,
COMMITTEE ON LABOR,
Washington, D. C.

The subcommittee this day met at 10:30 a. m., Hon. William J. Fitzgerald presiding, for consideration of H. R. 6205, which reads as follows:

[H. R. 6205, 75th Cong., 1st sess.]

A BILL To enable the Department of Labor to formulate and promote the furtherance of labor standards necessary to safeguard the welfare of apprentices and to cooperate with the States in the promotion of such standards

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That the Secretary of Labor is hereby authorized and directed to formulate and promote the furtherance of labor standards necessary to safeguard the welfare of apprentices, to extend the application of such standards by encouraging the inclusion thereof in contracts of apprenticeship, to bring together employers and organized labor for the formulation of programs of apprenticeship, to cooperate with State agencies engaged in the formulation and promotion of standards of apprenticeship, and to cooperate with the Office of Education of the Department of the Interior in accordance with section 6 of the Act of February 23, 1917 (39 Stat. 932), as amended by Executive Order Numbered 6166, June 10, 1933, issued pursuant to an Act of June 30, 1932 (47 Stat. 414), as amended.

SEC. 2. The Secretary of Labor may publish information relating to existing and proposed labor standards of apprenticeship, and may appoint advisory committees to serve without compensation. Such committees shall include representatives of employer associations, labor organizations, and officers of other executive departments, with the consent of the head of any such department.

SEC. 3. Upon the effective date of this Act, that section of the National Youth Administration at present engaged in a program to formulate and promote the furtherance of labor standards of apprenticeship shall be abolished. All records, papers, and property of such section shall become records, papers, and property of the Department of Labor, and all unexpended funds allotted or appropriated for the use and maintenance of such section shall become funds available to be expended by the Secretary of Labor in performing the duties and functions conferred on him by this Act. The Secretary of Labor is authorized to appoint such employees as he may from time to time find necessary for the administration of this Act, with regard to existing laws applicable to the appointment and compensation of employees of the United States: *Provided, however,* That he may appoint persons now employed in the aforesaid section of the National Youth Administration upon certification by the Civil Service Commission of their qualifications after nonassembled examinations.

STATEMENT OF MRS. CLARA M. BEYER, DIVISION OF LABOR
STANDARDS, DEPARTMENT OF LABOR

Mr. FITZGERALD. The committee will please be in order. The first witness this morning is Mrs. Clara M. Beyer, Assistant Director of the Division of Labor Standards of the Department of Labor.

Mrs. BEYER. Mr. Chairman, may I ask as the representative of the chairman of the Federal Committee on Apprentice Training?

Mr. FITZGERALD. Yes.

Mrs. BEYER. And as a representative of the Labor Department. H. R. 6205 specifically authorizes and directs the Secretary of Labor to promote labor standards in apprenticeships, to bring together employers and organized labor for the formulation of programs of apprenticeship, to cooperate with State agencies engaged in the promotion of apprentice standards, and to cooperate with the United States Office of Education and the National Youth Administration.

The development of sound apprenticeship programs for the training of skilled workmen, in accordance with the employment needs, is one of recognized advantage to labor, to employers, to young people, and to the public. That is a very important part of our national economy; and the need for this sort of development has long been recognized.

The desirability of a national approach to this problem has been demonstrated by the results of the work of the Federal Committee on Apprentice Training during the last 3 years, when the Federal Committee on Apprentice Training has been functioning in this field.

Up to this time the committee has been functioning as a temporary agency; but everybody recognizes that this is a long-time program, that apprenticeships continue over years; therefore this activity should be connected with a permanent department of Government.

We always will have need for apprentices, and there will always be need for coordinating their work, having them attend school and work on jobs. Moreover, there is the need of determining properly the number of apprentices necessary to meet the demands of industries. The number of apprentices may fluctuate with industrial activity, but the necessity for maintaining adequate labor standards and training facilities for those who are employed can and for relating the number of apprentices to the employment needs of the trades remains constant.

In September 1936 the President, in a letter to the Secretary of Labor, requested the transfer of the Committee on Apprentice Training to the Department of Labor and suggested that an appropriation to cover this activity be included in the Department's budget. Such action was unanimously approved by the Federal Committee on Apprentice Training. Accordingly the Department of Labor included an item for the continuance of the work of the Federal Committee on Apprentice Training in its appropriation request for 1937-38, and the Bureau of the Budget recommended to the Congress an appropriation for this work during the coming fiscal year. The sum of \$56,900 was included in the Budget for the continuation of this work. However, the Subcommittee on Appropriations of the House of Representatives was of the opinion that approval of this item was without its province and that the matter should have special consideration by the legislative committee of Congress. The members of the committee approved the promotion of labor standards in apprenticeship and stated that the deletion was prompted by a consideration of the policy involved. In accordance with this decision, H. R. 6205 was introduced by Representative Fitzgerald, of Connecticut. This bill provides for no new activity by the Federal Gov-

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ernment, but for the continuance of one which has proved its value, as we believe.

The Federal Committee on Apprentice Training was appointed by the Secretary of Labor under authority granted by Executive Order No. 6750-C, June 27, 1934. That was during the N. R. A., and at that time apprenticeships had more or less lapsed because the codes made no provision for low wages for apprentices. The purpose of the order was to permit and encourage sound apprentice training under National Recovery Administration codes, and at the same time safeguard labor standards.

The committee was composed of representatives of the United States Office of Education, the Department of Labor, the National Recovery Administration, employers, and employees.

The work of the committee proved to be of great value, apart from the administration of the codes, and after the National Industrial Recovery Act was declared unconstitutional, employers and representatives of labor asked that the committee continue its work. The committee was continued under the National Youth Administration. A representative of the National Youth Administration replaced the representative of the National Recovery Administration on the committee.

In promoting apprenticeship as a sound employment policy, the committee has brought together national trade associations and labor organizations to formulate apprenticeship programs acceptable to both groups, has cooperated with State and local groups interested in apprenticeship, and has served in an advisory capacity to both employers and employees in setting up practical programs for training skilled workers. The effectiveness of this activity is evident in the widespread interest in genuine training since the organization of the committee; in the support of the work of the committee by both employers and labor through resolutions, articles in trade association and trade-union journals, and through the adoption of national apprenticeship plans; and in the introduction of bills relating to labor standards in apprenticeship in a number of State legislatures. H. R. 6205 directs the Secretary of Labor to cooperate with the United States Office of Education in the Federal apprenticeship program, in accordance with the provisions of the National Vocational Education Act of 1917, as amended. This insures that the policy under which the Federal Committee on Apprentice Training has operated will be continued and that there will be no duplication of effort. The success of the work of the committee has been largely due to the fact that it has concentrated upon the labor-standards aspects of apprenticeship and has thus supplemented the educational aspects for which the United States Office of Education is responsible.

The National Vocational Education Act, which is embodied in 39 Statute 932, authorizes the United States Office of Education to function in the field of educational activities connected with apprenticeship in cooperation with the Department of Labor.

H. R. 6205 authorizes the Department of Labor to function in the field of labor standards and employment conditions of apprentices in cooperation with the United States Office of Education. In this way recognition is given to the two distinct groups of responsibilities and functions in the promotion and operation of apprenticeship plans. One group deals with the apprentice as an employee worker

and comes under the jurisdiction of the Department of Labor; the other deals with the apprentice as a student and comes under the jurisdiction of the Office of Education.

I think that both the labor and the employer groups have been satisfied with the results that have been effected. There has been a marked stimulation of apprenticeship throughout the country, and that is bound to prove valuable.

I believe that the union groups that were skeptical about going along with the Federal committee on apprentice training now realize that proper labor standards have been protected, and they are satisfied. We have had the whole-hearted cooperation of that group in our work.

Similarly, the employer group has given us wholehearted cooperation. It has worked with us actively in making this program function satisfactorily and beneficially.

I believe the United States Office of Education will be represented here, so that its position may be made clear in connection with the pending bill.

I believe I am safe in saying that the Federal committee on apprentice training has been fortunate in working under the National Youth Administration because it has been able to get active support of the State directors of the National Youth Administration in putting this program over in the various States. We hope that if this bill is enacted into law that we may still continue to have a close and beneficial relationship with the National Youth Administration in carrying out the purposes of the legislation.

Mr. SMITH. The bill provides for bringing together employees and organized labor for a program of apprenticeship for our younger men and women. Why not substitute organized labor with employees?

Mrs. BEYER. If there is to be a formulation of a national program, there is no group to represent labor except organized labor groups on a national basis as I see it. I may be wrong about that.

Mr. SMITH. There might not always be a national organization; therefore, is there any objection to using employees?

Mrs. BEYER. Employee and organized labor and employers?

Mr. SMITH. Yes.

Mrs. BEYER. I have no objection to that.

Mr. FITZGERALD. I believe that the employees, unorganized or organized, would be protected by the employers.

This act is practically a volunteer plan, as I understand. There is no compulsion used upon employees or employers.

I have no objection to that, but I would want to study it further.

Mr. SMITH. It simply would broaden and clarify it. In some instances it might be that organized labor did not have any standing.

Mr. FITZGERALD. The employees would have to have some organization to represent them, either through the master organizations or the organized-labor group. There are certain standards that will have to be met according to this bill. There will have to be some protection afforded some place. That is the purpose of the bill.

Mrs. BEYER. It is to bring together the groups interested in a representative capacity. This would be on a national basis, and we would deal with the employers' organizations and the employees' organizations. Locally, where the State has machinery, they have dealt with

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all groups of employees, and in the nonunion fields we have dealt with them and with the employers' group. All these groups are working under this program.

Mr. SMITH. This bill does not make certain any appropriation?

Mrs. BEYER. No.

Mr. FITZGERALD. It simply calls for an authorization. The legislative committee cannot make an appropriation.

Mrs. BEYER. The Committee on Appropriations has assured us that it will be glad to make the appropriation available if this legislation is enacted into law.

Mr. FITZGERALD. This part of the bill went through in the bill appropriating money for the Department of Labor, but this part was held out because they claimed at the time that this activity had not been lifted from the National Youth Administration and placed in the Department of Labor. The majority and the minority leaders of the Committee on Appropriations admitted on the floor that they would be for the appropriation if this were handled legally; that is, taken from the National Youth Administration and placed permanently in the Department of Labor by law. That is why the amount was left out. Members of the committee did not want this activity taken from the National Youth Administration and placed in the Department of Labor without proper legislative authority.

For the sake of the record, can you tell us how many States have such a plan now?

Mrs. BEYER. Forty-five States have set up voluntary State organizations headed by representatives of the different groups that are interested in the promotion of apprentice training. That is done principally through the State departments of labor, departments of education, employees' and employers' groups. Those agencies are functioning, and they have signed up a considerable number of apprentices under this program.

Mr. FITZGERALD. That means that if this act does not become a law all those efforts, which I believe to be worth while, will have been in vain. I think we should take some of these worth-while experiments and put them permanently where they really belong. Repeating, if this act does not become law all these efforts will have been in vain.

STATEMENT OF C. R. DOOLEY, SOCONY-VACUUM CO.

Mr. FITZGERALD. The next witness is Mr. C. R. Dooley, of the Socony-Vacuum Co.

Mr. DOOLEY. I have been serving ever since the N. R. A. days as a member of the Federal Committee on Apprentice Training; also I have an interest in this matter from the standpoint of all industry. Prior to my present connection with the oil industry I was associated with another manufacturing concern; therefore I have had a great deal of experience with apprentice programs.

Again, I am very much interested in this proposal as a private citizen. I do not know what angle you would like for me to speak toward. There is no doubt in my mind but what the apprenticeship work over the country needs the kind of stimulation and coordination this Federal Committee on Apprentice Training has been giving and is giving.

Speaking as a member of the committee and also from the employers' viewpoint, it would seem to me that this committee has carried on in a splendid way. From the employers' point of view there has not been any thought of dictation. Sometimes there has been fear on the part of the committee in telling a particular company what it should or should not do.

A number of companies with which I am acquainted are attempting this work among their employees and they have expressed to me at first thought a feeling that they are running their own apprentice programs satisfactorily. There was, as I sensed, a fear that a Government agency would attempt to dictate to them.

It has been my pleasure to discuss the position of our committee in the whole picture. It is a coordinating agency; it is one of help and it is not trying to run the programs of private industries. Those private industries have been glad to have our version of that angle of the work. We have conducted a great deal of correspondence with these industries. We have operated, as Mrs. Beyer has told you, by way of coordination and giving counsel in helping to bring the whole country to a standard degree of skill without forcing anybody's hand. This seems to me to be one of the smoothest running programs anybody could think of or set up. There is no doubt; in my opinion, judging by my own experience as well as from discussions and observations in connection with many business associates, that there is need for the training of skilled help. It is more than that. There is need for that training to be carried on broadly. In its implications it might be classed under citizenship and for the young men not only to know the skilled trades but to take part in management and the conduct of businesses.

Shops are looking to apprentices, as they always have, more and more as time goes on. This program is not only producing mechanics but eventually those mechanics will become foremen and superintendents.

I have heard my old boss in the Westinghouse Co. tell the young boys, "When you have finished your trade, pack your kit and take a circuit around the country. Some of you who leave will come back, and it will be better for all of you." Journeymanship is changing throughout the country as mass production goes on. There is a certain element of exchange that now goes on.

In the past when a mechanic has come into our shop and said that he learned his trade at such and such a place a loose interpretation was placed upon that. A machinist from an oil refinery would not be like a machinist from an automobile plant, obviously. Any degree to which an apprenticeship program could conform to certain basic standards would be very helpful. A man may come into our plant after having been trained in another State. Under this program, as it develops, there is a better idea that one has really learned his trade even though he learned it in Oklahoma or in Arkansas rather than at the works of Brown & Sharpe if there is a degree of uniformity.

Mr. FITZGERALD. Do you believe there is a shortage of skilled help at the present time?

Mr. DOOLEY. Yes; in certain trades there is no doubt about that. To be perfectly frank, in our own industry we are not short. It would not be in the same trade. For instance, all industry is not

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short of machinists, toolmakers, and die workers. Those industries are not occupying the same position in the oil industry as they would in the automobile industry, for instance.

By analogy, we have the same feeling in the field of chemistry. It is difficult to think of an apprenticeship program in the field of chemistry, because they are usually more technically trained men, but there is a shortage there. We shall have a hard time in the next few years getting such class of help. We are having a hard time to find technical graduates, speaking by and large. I do not mean that today we are looking for any particular person. Occasionally we do, and they are hard to find.

Mr. FITZGERALD. What do you think is the cause of this shortage?

Mr. DOOLEY. Since 1929 a great many companies either discontinued or sharply curtailed their apprentice-training program. They did not need the men, and that is where they could save expenses. I could quote specific instances that have been brought to my attention first hand.

Five or seven years is quite a long while for the present generation of skilled mechanics to disappear. They have retired, died, moved away or become associated with other industries. For instance, when a machinist loses his job and he has to do something else, perhaps he finds he can do well selling life insurance; and if he succeeds at that he will not go back to work as a machinist.

Mr. FITZGERALD. The depression began in 1929, of course. You think, as I understand, that there has been a let-down in apprentice training on account of the depression?

Mr. DOOLEY. Yes; and a drifting away from those trades.

Mr. FITZGERALD. Do you think that previous to 1925, in view of modern inventions and modern machinery, when boys had been apprenticed and they came out as specialists in one branch of the trade, that had a tendency to destroy the old-time mechanic or apprentice when he was turned out?

Mr. DOOLEY. It probably had a tendency, but it did not completely destroy him. I have had first-hand experience with that. No matter how much the automatic machines are developed in an industry, there will always be need, perhaps, a need for highly skilled men, such as toolmakers and die makers. Ultimately, the number of workers will not be decreased very much. The field for recruiting junior supervisors, subforemen, and foremen has shown the wisdom of maintaining the program in the larger concerns. I refer to concerns like the telephone company, the Westinghouse Co., and the General Electric Co. They not only maintained but they advanced a high order of trades apprenticeship. It was prior to the depression going stronger than ever with those concerns. That was in certain lines where they wanted to develop more, such as in the metal trades and in foundry work.

Mr. FITZGERALD. Let us consider foundry work, since you have mentioned that. For 40 years the tendency in the foundry business has been to make specialists, machine operators. That was my interest in the bill. Forty years ago I was apprenticed as a moulder, and they put me on a machine where I could produce for 75 cents a day as much as a journeymen who received \$40 a week could produce. I had nobody to appeal to, and I had to quit and get another job to learn my trade. When the company learned I was working

in another town, it compelled my parents to bring me back home to serve out my apprenticeship. Ultimately I did get a chance. As I understand, this agency would set up an appeal procedure for a boy.

Mr. DOOLEY. Yes.

Mr. FITZGERALD. In the foundry business the old-line mechanic has been destroyed and the machine operator has taken his place. The all-round mechanic is no more. He disappeared several years ago, and the shops are now making specialists; but there may be a few shops who have the all-round men yet.

Mr. DOOLEY. From 1904 up to the World War the concern I was with recognized that very thing you speak of within its own organization, and it on its own motion set up a place and a program where the boys could come, just as this bill would do. That was in only one plant. The very thing that company did is the thing that the Federal Committee on Apprentice Training proposes to do.

Mr. FITZGERALD. I think it is a fine thing to provide a protection for a boy when he begins an apprenticeship. If he is treated properly and properly instructed he will be a real mechanic when he serves his apprenticeship. When I was a superintendent I found that the men under me were more or less specialists. If I wanted a good lathe hand, I could find him, but if I wanted to put that same man on something else, he would be as helpless as an untrained man trying to fly an airplane. He would not know anything about it. The all-round apprenticeship necessary to make a good general mechanic has been destroyed.

My own State was robbed of 30 diemakers and toolmakers by a company outside of the State paying them more than they were getting in my State. That is what is going to happen. They are going to be bidding against each other for these good men that are left.

I am glad you are for the plan because you represent a fine, large company.

Mr. DOOLEY. I am not speaking for my company alone. The oil industry does not use apprentices in the trades like other industries do. I am drawing upon past experience dating back 20 or 30 years, when I was running an apprentice program for the Westinghouse Co. I still have contacts with that business; and I know that what you say is exactly true.

I have not had personal experience or association with any concern that exploited its apprentices as you outline. I understand, however, that such has been done. Many people have told me of such things. My association, happily, has been with concerns that see the real need for the work the Federal Committee on Apprentice Training is carrying on. My experience has been with companies that have developed an apprentice-training program which not only protected the boy from exploitation but saw to it that he was given an all-round training.

When we first started this program in Pittsburgh under the old system of training apprentices, a boy would go on a boring mill and the foremen, driving for production, would keep the boy there, perhaps, for 2 or 3 years. To guard against that as well as to develop the future of those boys for the company, a different apprentice program was set up in that plant so that the boys would acquire ex-

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perience on different machines and also get the benefit of classroom work.

Mr. FITZGERALD. I paid the International Correspondence Schools \$250; I paid \$250 to learn the chemistry of metals; and I paid \$1.50 a lesson to learn blueprint reading when I was getting only \$1 a day. Is that all included in this proposed program?

Mr. DOOLEY. Yes. Even today it is my opinion that industry feels that there is just as much need, despite the mechanization, for that same kind of training; and some of the concerns who have gone into this program are now carrying it on in their plants.

In other words, if you should ask the Bell Laboratory as to its needs in this connection, you would probably be told it did not need this program because it was already following such a procedure. It is doing a good job, but somebody else is not, and we need this program for the benefit of the one who is not following a beneficial program. A company who is following these enlightened methods is doing a good service to manufacturing generally throughout the whole country. They are doing a good job because they see the wisdom of it. It pays.

Mr. FITZGERALD. Is it not a fact that many of these manufacturers that used to train apprentices and make good mechanics got tired of doing so because other plants who did not train their men would take the finished mechanics away by paying more money?

Mr. DOOLEY. I have heard that statement second-hand. I have not had that experience, but it is probably true. My experience has been with companies that have operated on a broader plane. They have been willing to do and have done their part of the job.

The president of the Westinghouse Co. used to tell the boys: "Fellows, when you finish your trade, do not feel that you have to stay here because we trained you. Get out and get experience and I think enough of you will come back to warrant the expense you have been." Many companies will take that broad attitude. There is no doubt but what the industries of which I have knowledge have a point of view that begins with the boy. They need mechanics and foremen for the future. The first thought is the development of a youngster for his life. They develop him for a good outlook; to be a good mechanic; to be a good citizen. They will always take that view, and if they do the right thing by the young man, they are going to get the right kind of men for their industries.

There are no doubt chiseling employers who exploit their young men, and this committee has it within its program to protect against that sort of thing.

In your bill, while I am not, perhaps, quite competent to venture a criticism of it, I have noticed the same point you mentioned, namely, the wording would seem to limit the cooperation between organizations. In section 2 it is provided that "Such committee shall include representatives of employers' associations, labor organizations, and officers of other executive departments, with the consent of the head of any such department." That is logical and many cases come about that way. But, as you pointed out, in many localities there will not be any association of employers or any organization. I can visualize a country town of 2,000 where I was born. It had a sawmill employing 20 men. There was a high school there, and there was no

reason why those people could not have worked together without anybody feeling that he had to join an association. I would suggest, if you agree, that the idea be incorporated that employers and employees may or may not belong to an organization.

I am on this Federal Committee on Apprentice Training. No association appointed me. Neither the National Association of Manufacturers nor the United States Chamber of Commerce sent me here. I suppose that somebody thought I could make a contribution in this field of endeavor and he suggested my selection.

Mr. GALLAGHER. In a majority of those small places there is a local chamber of commerce and it selects some employer as a representative against the labor group.

Mr. DOOLEY. If there is, that is all right. In the town of which I spoke there was not any chamber of commerce.

Mr. GALLAGHER. You will go a long way before you will find a local chamber of commerce with which the employers are not concerned, and which is not ruled by the employers.

Mr. DOOLEY. It would not make it obligatory that you have those men from organizations. Let the best men be appointed, regardless of source.

STATEMENT OF RICHARD R. BROWN, DEPUTY EXECUTIVE DIRECTOR OF THE NATIONAL YOUTH ADMINISTRATION

Mr. FITZGERALD. The next witness is Mr. Richard R. Brown, of the National Youth Administration.

Mr. BROWN. There is one point with regard to our relationship with the Federal Committee on Apprentice Training that I want to clear up. It has a chance of being misconstrued. As Mr. Williams' assistant in the National Youth Administration, I want to state publicly that the Federal Committee on Apprentice Training operating under the National Youth Administration as a division of apprentice training has accomplished a very fine job. Under no circumstances have we had other than a very workable and most cooperative relationship there.

It is our feeling that all emergency organizations or agencies should try to follow the philosophy that the best job in an emergency program is when you can paint yourself out of the picture. In other words, we have maintained the philosophy that any phase of the National Youth Administration that can be better absorbed by any other permanent agency of Government should be taken over by that agency. It is our ambition that as we develop and pioneer certain phases of this program during the emergency, that when the time is ripe for that to become a permanent agency, that phase of it should go under an existing agency or one to be created, it should do so. We are not interested in perpetuating our own show. For that reason, and that reason alone, we feel that the time is ripe for a permanent agency to be dealing with this problem of apprenticeship throughout the country.

It is a long-range program, one that needs a definite assurance of continuance, because it is a planning program.

I think that the chief benefits that the Federal committee on apprentice training have given now to American youths—I would

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say that the most significant contribution—has been that during the hysteria over a lack of skilled workers throughout the country, a shortage of skilled workmen, that in the 45 States there have been representatives of the employees and employers and of the other agencies, including vocational education, who have maintained a high standard of apprenticeship and prevented possible exploitation on account of shortage of young people.

A splendid contribution is being made by this program. The romance of a particular job or the popularity of a certain type of work, such as Diesel engines today, meets the fancy of many young persons, particularly boys. A few years ago aviation was quite an attraction. Now we are beginning to be interested in air-conditioning. We find that young persons crowd into these activities without knowledge of what they really are.

In addition to preventing exploitation and lowering the standard of apprenticeship, I think it is important to control the number of workers in any particular occupation so that we will not have a tremendous movement into one set-up and then not have opportunities for the workers there.

There is one thing in which we are lacking, and it is a comprehensive guidance program for young persons in choosing careers.

We are, of course, interested in apprentice training from the point of view of the National Youth Administration, in that the 600,000 young persons who participated in our program are in colleges and schools and 200,000 or more are working on projects outside of schools; and we find the need for a definite classification of good, honest work.

I am speaking as an educator. We have been given to belittling honest labor. We have pointed too much of our educational program at the semi-administrative type of work. That is true in the home. With the development of what once were luxuries but are now necessities we are finding that young persons do not have the contact with chores most of us had. We are finding these young persons out of school and looking for a chance to make a contribution, yet they have not had contact with jobs, even the menial type of jobs.

The apprentice training program definitely points a way to a long-time plan. That is why we have been so completely interested in the development of a sound apprentice program.

I think this committee has done a wonderful job in the last year, particularly in protecting the young people from the possibility of crowding into certain jobs and thereby lowering the type of indenture we feel ought to be there in order to get recognition as craftsmen and journeymen.

I recall this experience: I dropped down from the sky in making a visit to a State not long ago. In going with the State director from the airport to this rather modern American city, I noticed that on the outskirts there were several machine shops and garages. I noticed that one shop had all the cars around it. I was amazed to see there a huge sign reading:

Acetylene welding. I learned my trade in Germany; I have had 13 years' experience in Germany and 13 years' experience here.

If there is one thing that the National Youth Administration, the Office of Education, and the other Government branches of edu-

cation must do, it is to attempt to put on a sound basis the training of our young people, so that we may know they are properly trained, that they are real craftsmen, and they merit recognition as that. That Department is primarily interested in labor standards, therefore this activity belongs there.

I can assure you that the cooperation of the National Youth Administration, whether or not we operate this activity and it is paid from our funds, or whether it is operated by the Department of Labor, our cooperation will not be minimized one iota. Our organization is bound to support the same young people that this committee would be called upon to serve.

I want to make it clear that it is not the idea that we want to get rid of this work. There is no friction in administration, but we feel that the time is ripe when this should go into some sort of permanent, long-range planning field.

I think that more or less covers my remarks on this subject, Mr. Chairman.

STATEMENT OF G. S. STUART, APPRENTICESHIP COMMITTEE OF PAINTING AND DECORATING CONTRACTORS

MR. FITZGERALD. The next witness is Mr. G. S. Stuart, executive director of Painting and Decorating Contractors of America, formerly the International Society of Master Painters and Decorators, Inc., 701 Brown Building, Philadelphia.

MR. STUART. Our trade represents about 50,000 employers, who employ approximately 400,000 workers. Our business is performing a service of painting and decorating property of every kind and description. We have the honor to be the largest subcontracting branch of the construction industry.

I am appearing before you in behalf of our association for the purpose of endorsing this bill and recommending that your committee report it out for enactment into law. I have nothing to contribute to your hearing except the experience our association has had in setting up standards and a system of apprenticeship training in our industry.

We discovered that there was a shortage of mechanics in the painting and decorating industry in certain parts of the country existing at the present time. We discovered that last year. Several industrial centers reported being unable to get enough mechanics to properly apply the labor to our industry.

Never has the industry had a real apprentice training. Apprenticeship training in all branches of the construction industry petered out suddenly following the year 1929, and I might say that in the last 7 years in the painting and decorating industry there has been very little apprenticeship training.

The members are assured that there is a real demand for future mechanics in our industry. In fact, some of them wonder what we are going to do, because we appreciate that even if we have an adequate system of apprenticeship training now it is going to be well in the future before that will have any effect on the supply of workers in our industry. Our association set up certain standards for apprentice training.

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I should like to read into the record the official adoption of our association of that system, which system was worked out under the direction of the Federal Committee on Apprentice Training. At the fifty-third annual convention of our association, held at San Antonio, February 11, 1937, the following endorsement was unanimously given [reading]:

This is to certify that the executive board of the International Society of Master Painters and Decorators, Inc., in session and the membership of the international society in convention assembled at San Antonio, Tex., February 8 to 12, 1937, inclusive, officially approve and endorse the Federal apprenticeship plan for apprentices engaged in the painting and decorating industry.

That is signed by Gordon P. Marshall, president, and Edward J. Bush, secretary-treasurer.

I do not know that you would be interested in the "how" of our set-up; but let me drop in these general remarks. The field man of the Federal Committee on Apprentice Training in Boston collaborated with our president there; the field man in Philadelphia, Mr. Gunderson, cooperated with me in Philadelphia; the field man of that committee in Chicago cooperated with both our general secretary there and the chairman of our committee on vocational training; the field man of that committee in San Francisco, Calif., cooperated there. As a result we were able, through the Federal Committee on Apprentice Training, to write and rewrite the different points of view from these different industrial centers, and then, under the supervision of the Federal Committee on Apprentice Training, to coordinate those different viewpoints until we got the system we feel we want.

I have read the endorsement of that system. What is that system? In a general way it sets up standards for apprentices and their training, and we go further than Mr. Dooley indicated. We not only teach apprentices the essentials of the trade but we go on and teach them costs, estimating, management of the job, and office management. We give them a clear path to become employers. We leave the way absolutely open. To fit in with our system we are now developing, but it is by no means complete, a course of study divided into two parts—one of which is designed to cover the theory of apprentice training in the schools, the other being designed to cover the practice of apprenticeship in the shop or the field. When these courses of study are completed we hope to have those courses installed in as many vocational schools throughout the country as is possible.

We have the necessary organizations through the State councils and through our chapters, which cover the industrial centers. That gives us an accessibility to the organization of this Federal Committee on Apprentice Training all the way down.

We propose to set up in every industrial center in the country where these courses are being taught at vocational schools a local committee of our industry to serve in an advisory capacity to the local instruction in the schools. It would seem that is the end, but I want to say that, as good a job as they have done with the aid of this committee, we are in no position now to do without the help of that committee in the future.

I dare to say that we would not be able to make it effective in the future without the aid of some agency such as this Federal Committee on Apprentice Training. Why? It may be hard for some of

you to realize that there are certain divergent views that cannot be reconciled through the mediation of a third party. One part of our plan provides for regular indentured agreements between the apprentices and the employers. That agreement, of course, provides on the part of the apprentice that he must remain with the same employer for the indentured apprenticeship period; and, likewise, the agreement obligates the employer to keep the apprentice during that training period. The employer is bound to pay the apprentice regularly whether he has work for him or not.

There is sometimes in some areas a divergence of opinion on apprentice training between the viewpoint of employer organizations and the viewpoint of organized labor.

Mr. Gallagher, who is here, represents the employees of our organization, and he will correct me if I am wrong. There is a divergence of view between those groups, both of which views are legitimate. The employer feels that he would like to have adequate manpower to apply the work of his industry. The employee organization feels, and justly so, that he wants to be sure that his industry is not overmanned; and it takes a third party to reconcile those two views and to impress this committee with the way that that reconciliation has been brought about in our industry on this plan. I refer you to information circular 11379 issued from the office of the Federal Committee on Apprentice Training, which bulletin sets up our agreement and shows that it is endorsed by our association, and also by the Brotherhood of Painters, Paperhangers, and Decorators, which is the organization of the employees in our industry. There is one thought I should like to make even though it is not connected with my particular industry. It is just a general remark. I make it because I happen to be interested in public education in a suburb community of Philadelphia. These young boys are being turned out of our public schools, out of high schools, by the thousands each year, and many of them have absolutely no prospects; many of them do not know which way to turn. Many of them, if I may say so, are literally kicked into the street without hope. All of them cannot go to college. Perhaps some of them have been given a little vocational guidance, which is a very great benefit. Maybe they have received that training in their public-school education. There is, however, an obligation somewhere to take care of those boys. They ought to be steered along channels of good citizenship such as mentioned by Mr. Dooley. Above all things they should be occupied. It seems to me that it is a wonderful asset to society to be able to offer those boys some kind of training, and I know of no better kind than the kind that would show them the opportunity of taking an apprentice training course in some trade whether it be a building trade or some other trade, which would have the effect of keeping them employed and would have the further effect of giving them an immediate income.

The results of our experience with the Federal Committee on Apprentice Training have been so good that we would like to see the work of the committee enlarged and the appropriation for it increased, in order that it may be more effective for our industry as well as enabling other industries to reap the advantages we ourselves have received.

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We have not been able to do the job ourselves. In saying that I want to point out that for the last 15 years our industry has been interested in apprentice training, so much so that we have our own textbooks for classroom use in classes teaching painting and decorating, but we have not been able to reconcile the different ideas so as to adopt a system that would stand and please everybody.

Mr. DUNN. Are you the owner of a plant in Philadelphia?

Mr. STUART. I am a painting and decorating contractor. I do not operate in Philadelphia.

Mr. DUNN. I understood you to say something about an adequate appropriation. Do you mean that a large appropriation should be made to carry on this work we are talking about?

Mr. STUART. Yes; that is the idea.

Mr. DUNN. What is your opinion of the people who are grumbling about the Congress appropriating money for the various projects such as you have mentioned? Do you think that criticism is justified?

Mr. STUART. I think that between saving money and saving human lives of boys there is no comparison.

Mr. DUNN. Another question. You know that today we are hearing people over the radio saying that the Congress is spending the taxpayers' money recklessly. It is a fact that almost every large city in the United States and every State, through their mayors and governors, are calling upon the Federal Government more and more for assistance. At the same time the Federal Government is being condemned viciously because it is making an effort to help the people in every State. My question is, Do you believe that the Federal Government should cut down expenses now and discontinue much of this public work that has been started? I am speaking to you about this because you are a successful businessman, and it is the businessman today who is criticizing the Members of Congress for spending money for the purpose you are talking about.

Mr. STUART. If your question applies to P. W. A., my opinion is that the Government should discontinue extending credits to public and other bodies for construction purposes just as rapidly as private capital can be induced to enter the construction industry in order to carry the load. If you refer to W. P. A., my opinion is that the quicker the Government throws that out the window the better for all of us.

Mr. DUNN. I appreciate your response, because I believe you to be sincere. You say that the quicker the Government throws the W. P. A. out the window the better for all of us?

Mr. STUART. Yes; that is my opinion.

Mr. DUNN. What are we going to do with the men and women who have attained the age of 45 or 50 and who find that industry will no longer employ them. What are we going to do about that condition?

Mr. STUART. I will admit that such is quite a problem.

Mr. DUNN. Therefore, the W. P. A. is, in my opinion, still necessary.

I know that we do have the condition I have outlined, namely, that men and women upon attaining the age of 40 or 45 find it impossible to obtain employment. The Federal Government and the State governments and the municipal governments throughout the whole United States have age limitations in certain departments if not in

all departments, and those limitations militate against those of 40 or 45 years of age. I am wondering what we should do with these poor old men and women who have served faithfully, after they attain the age of 45 or 50. Businessmen throughout the country are criticizing and condemning the Congress for its expenditures, and at the same time I believe they are sincere, yet I do not believe we have gone far enough into the subject. If we throw the W. P. A. into the scrap heap, what are we going to do toward taking care of these unfortunates that I have just mentioned.

Mr. STUART. My view is this, but I know it will not answer your question. On the other hand, I think you will agree with me. If these persons who are now 45 or 50 years of age had been adequately trained in a period in their lives when they should have been, they still would have productive power at the age of 45 or 50, and would not have become a subject of relief.

Mr. DUNN. There is much truth in that; but we do not seem to be able to take care of the workers who are less than 40 now. Do you not think that modern machinery is largely responsible for our present condition of unemployment?

Mr. STUART. History shows that the more machinery we have the greater number are employed.

Mr. FITZGERALD. Do you believe that?

Mr. STUART. Yes.

Mr. FITZGERALD. You really believe that a man who operates a paint gun does not displace painters. Surely you know that a man with a paint gun can do the work of many men who paint with brushes. The paint gun will not do the work so well, but it will cover a very great deal more ground than can an individual worker. Do you maintain that the advent of the paint gun has not displaced painters?

Mr. STUART. It must not be forgotten that the use of that paint gun by the mechanic requires two helpers, meaning the employment of a total of three men. Again, there is employment created by the manufacturer of the paint gun. There collateral factors that have to be taken into consideration in such a matter.

Mr. FITZGERALD. When all is said and done, the production overpays all the rest involved, and that is the reason the paint gun is used, and the reason the other mass-production machinery is employed. We are getting away from the bill now before the committee.

Regarding the appropriation mentioned in connection with this bill, which is less than \$57,000; in your opinion, that is a good investment for the carrying out of this apprentice program in the Department of Labor?

Mr. STUART. In my opinion, that investment is so good that I would increase it. I want to add that we think so much of this apprentice training system that we have set up committees to collaborate with the local vocational schools. We have obligated ourselves to keep those committees available for consultation with teachers of the school; we are obligated to contribute materials and supplies to those schools.

If you want a side remark, I will say that the laundry industry in Philadelphia has become much interested in the apprentice-training program. Not long ago the secretary of the laundry associa-

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tion there took me to luncheon, and we talked about apprentice training. He was much impressed by some of my answers to his questions. A few days later he called me on the telephone and said that he was not able to sell the president of his association on apprentice training but he would like to place in a couple of schools in Philadelphia course for laundry workers. He wanted to know whether I would talk with his president along the line I had talked to him when we lunched, and I told him I would. They came down to see me. I talked for three-quarters of an hour with the president of his association, and as a result the association has definitely committed itself to the board of education in Philadelphia for space in the vocational school, and has volunteered to contribute machinery, donate machinery up to the value of \$10,000, in connection with work of the laundry department in training.

This apprentice-training problem is a technical one. The employer knows what he wants, but he does not know how to get it. It takes an outsider to make these contacts that steer the system through.

Mr. SCHNEIDER: Just what, if any, period of time is spent for the indentureship of an apprentice?

Mr. STUART: According to our system?

Mr. SCHNEIDER: Yes.

Mr. STUART: Three years. I am glad you asked that question. Up to a month ago we had a 4-year period. The employees' organization in our industry, who are represented, as I have said, by Mr. Gallagher, said they would like to have that period cut to 3 years. With a little mediation on the part of the Federal Committee on Apprentice Training, we agreed to that.

Mr. SCHNEIDER: Is that national in scope?

Mr. STUART: It is national in scope.

Mr. SCHNEIDER: Is there any deviation from it in localities where, for instance, apprenticeship is augmented by instruction in vocational schools?

Mr. STUART: If you mean from the course of study, there will be deviation from that. It will be added to in some areas.

Mr. SCHNEIDER: Is there any deviation from the period of indentureship?

Mr. STUART: No.

Mr. SCHNEIDER: What agreement have you with reference to wages that your apprentice shall receive over the period of indenture?

Mr. STUART: There were as many opinions in regard to that as there were localities when the subject came up. We have adopted the policy of paying the apprentice a certain percentage of the pay of mechanics in the different industrial areas. That was a suggestion of the Federal Committee on Apprentice Training, and it has been approved by both national organizations.

Mr. FITZGERALD: As the apprentice advances his percentage or pay will be increased?

Mr. STUART: Yes; the pay increases every year. There is a graduated scale, based upon the pay of the journeymen.

Mr. FITZGERALD: Do you pay the prevailing rate in the different localities?

Mr. STUART. Yes. The following is a sample of the way in which the schedule of the wage increase may be set up, basing each increase on a percentage of the journeyman's wages: First 6 months, 30 percent of the prevailing journeyman's wage rate; second 6 months, 35 percent of the prevailing journeyman's wage rate; third 6 months, 40 percent of the prevailing journeyman's wage rate; fourth 6 months, 50 percent of the prevailing journeyman's wage rate; fifth 6 months, 60 percent of the prevailing journeyman's wage rate; sixth 6 months, 70 percent of the prevailing journeyman's wage rate. The journeyman painter and decorator's wage rate prevailing in the community where the apprentice is employed is used as the base in computing these apprentice wage schedules.

Mr. FITZGERALD. As I understand, that is an agreement between your organization and the representatives of organized labor?

Mr. STUART. Yes.

Mr. FITZGERALD. And a third party?

Mr. STUART. Yes.

Mr. GALLAGHER. That is practically based on the same principle that we used during the old N. R. A. set-up in formulating area agreements.

Mr. FITZGERALD. I am interested in what you say about the laundry business. I have been through many laundries, and I do not know what there is about that business that would require an apprenticeship of 2 or 3 years.

Mr. STUART. Do not take me too far in that, because I do not know the laundry business.

Mr. FITZGERALD. If there is not an organization to protect the employees that go into that work, there could be established a racket by having the State train the help for these different industries at the expense of the taxpayers. I do not know whether it would take 6 months or longer to learn the laundry business; but I do not think it would take 3 years, judging by my experience. I have inspected many laundries.

Mr. STUART. They set up a system of control between the employer side and the labor side. Unless that obtains, as you say in the case of laundry training, there is a danger.

Mr. DOOLEY. Mr. Stuart has given an excellent presentation of an industry that has been unable to do this work without the aid of this committee. It was unable to do the work until the committee came into the picture. The industries I have been associated with are on the other side, that is, they have been doing it.

Just in the last few weeks I received a copy of a printed program which was a revival of the old apprentice program that subsided during the depression. It had to do with the system at the Westinghouse Co. and the United States Steel Corporation and, possibly, other places. It sets forth this whole program in a splendid way, much of which the committee would approve.

My statement is that there is need for the existence of this committee to coordinate the work of those larger houses who are doing this work.

This committee can be of service to that kind of industry which has a program; and these recent documents gave evidence of the fact that they are themselves redeveloping their programs.

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Speaking for them as a member of the committee, I am sure there is a function that this committee can perform for that kind of concerns. This coordination would, I am sure, be helpful to the country as a whole.

Mr. FITZGERALD. Do you believe that the appropriation mentioned in this bill would be money well spent?

Mr. DOOLEY. I am sure of it.

Mr. FITZGERALD. I myself think so.

Mr. DOOLEY. Whether more money is needed I do not know. I would say that if \$10,000 or \$15,000 more was needed, I would give it to them. The amount of work these boys do is amazing. In Rochester, concerns like Eastman's, Bausch & Lomb, and Gleason's have been on top of this apprenticeship program all of their lives, yet I am sure they would appreciate the coordinating influence of this committee, not to get it going, but to be still further helpful in their coordinating work and tying in with the Federal Bureau of Education and the school people. There has not been a proper tie-in. In the old days we always asked ourselves what the schoolman knew about an apprenticeship system. There is growing more and more a tie-in, and a respect for the schoolman. This sort of training is the first agency to coordinate these two points of view.

STATEMENT OF OSCAR W. ROSENTHAL, NATIONAL ASSOCIATION
OF BUILDING TRADES EMPLOYERS AND ASSOCIATED GENERAL
CONTRACTORS OF AMERICA

Mr. FITZGERALD. The next witness is Mr. Oscar W. Rosenthal, president of the National Association of Building Trades Employers.

Mr. ROSENTHAL. My address is 1326 Builders Building, 223 North La Salle Street, Chicago, Ill.

Permit me to state, Mr. Chairman and gentlemen of the committee, that I am here to present the viewpoint, not only of the National Association of Building Trades Employers, but of the Associated General Contractors of America, and other organizations in which I hold office.

I am sorry that I cannot report quite so happy a situation throughout the whole construction industry as that which Mr. Stuart presents for the painter and decorator.

While in the construction industry some trades have had exceptional results in their apprenticeship programs, the program has been decidedly incomplete and uncoordinated, and in many instances the progress has been practically nil. During the past 7 years there has been practically no effective program, because there has been no work upon which to give the apprentice his training.

I have the honor to be chairman of the Chicago chapter of the Associated General Contractors of America, from which organization I bring you a letter of great importance that I would like to either read or have introduced into the record.

Mr. FITZGERALD. The letter will be made a part of the record.

Mr. ROSENTHAL. This letter indicates the attitude of this organization toward the program which is under discussion here today, but of even more vital importance, I would like to read to you the resolutions upon this subject which were unanimously adopted at

the annual convention of the Associated General Contractors of America held at San Antonio, Tex.

I believe that these resolutions present the attitude, not only of the Associated General Contractors of America, but of all industry with regard to this particular subject.

Every word of these resolutions emphasizes the urgency of the passage of H. R. 6205, yet at the time these resolutions were adopted H. R. 6205 had not yet come to its attention.

The National Association of Building Trades Employers, of which organization I am president, and which unanimously urges the passage of H. R. 6205, is an organization composed of employers in every branch of building construction who employ exclusively organized union labor, whereas the Associated General Contractors of America is a powerful organization of general contractors in building construction, highway construction, railroad and heavy, or public-works, construction. This organization is not an organization which has adopted a labor policy, but concerns itself principally with other phases of the construction industry, and while much of its membership is open shop, yet it has within its membership a very strong division of closed shop employers, particularly so in the building-construction field, as well as in its other branches.

I am calling this to your attention, Mr. Chairman and gentlemen of the committee, so that you will understand that the need for the enactment of this legislation is not predicated upon either the closed or open shop, but upon the necessity of perpetuating the activities of the Federal Committee on Apprentice Training, and placing same within the Department of Labor, which has to do with employment, and, naturally, the problems of apprenticeship.

The parts to be played by the Department of Labor, which has to do with the terms and conditions of the employment of the apprentice, and the Department of Education, which has to do with the related training in the school, will be in complete coordination under the direction of this Federal committee.

May I, at this time, Mr. Chairman, read these very important resolutions of the Associated General Contractors of America?

Whereas the Associated General Contractors of America, Inc., has, since its inception, taken a leading position in advocacy of every sound doctrine relative to or affecting not only construction but all industry; and

Whereas the situation with regard to the youth as well as the employers of the Nation has indeed been difficult these past several years; and

Whereas this youth is entitled to its opportunity for adequate training that it may take its proper place in our social and economic life and to better fit it for citizenship; and

Whereas the situation in the past with regard to apprenticeship has been decidedly loose and without proper order and direction except in a very few instances; and

Whereas the Associated General Contractors of America, Inc., believes that if adequacy is to be attained with regard to apprenticeship it can be so attained only under responsible direction and continuous stimulation; and

Whereas such adequacy requires training in related educational subjects or it will be little better than the helper system; and

Whereas it is proposed that for the purpose, first, of uniformity of training; second, for the making of apprenticeship definitely someone's business; third, so that that someone may constantly be stimulating and directing thinking along sound and constructive lines; fourth, that there shall be always in the making a sufficiency of skilled mechanics to meet the industrial requirements; fifth, that reasonable and economic conditions, which will work a hardship on no one shall prevail; and

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Whereas a committee has for some time had in preparation a legislative act that will bring about these conditions and secure comparative uniformity of training in the various States; and

Whereas this act entitled "Suggested Bill for Voluntary Apprenticeship" is intended merely as a pattern to be followed by the various States, but may be subject to such modification as the circumstances in each State might justify: Therefore, be it

Resolved, That the Associated General Contractors of America, Inc., in convention assembled at San Antonio, Tex., February 15-18, 1937, most heartily approves the purpose and spirit of the suggested bill for voluntary apprenticeship, and that it recommend to its various chapters and members at large that they do all within their power to secure adequate legislation of this character within their respective States; and be it further

Resolved, That we take this opportunity to express to the members of the representative committee our appreciation for the excellence of the job they have so ably performed in the preparation of this act.

I am a member of the board of governors of the American Construction Council, of which President Roosevelt was chairman up to the time he became Governor of New York, and of which he is today honorary president.

That organization attempted at that time to stimulate a similar action to that which you have before you now, because it was found that nothing could be accomplished except through some national committee which would coordinate and standardize the efforts throughout the Nation.

Without such a committee, this becomes the job of nobody in particular; whereas if genuine worth-while results are to be accomplished, it must be somebody's job. Someone must see to the coordination of all of these different activities and viewpoints.

Some committee, body, organization must initiate, stimulate, act as a clearing house, if you will, of the various viewpoints with reference to this tremendously important subject. It not only must be the fountainhead of inspiration, it must be the headquarters, the clearing house, for all the thinking upon this subject.

This can be accomplished only through such a committee as we now have. You have the ideal set-up in this Committee on Apprentice Training. The set-up is sound, and the make-up of the committee is fine. It could hardly be improved upon; and with an appropriation sufficient to really do a thorough job, the result will be real accomplishment.

Mr. Chairman, I want the committee to know the various organizations of which I am an officer who are in thorough accord with the spirit of this bill, and whose approval I bring you.

I am president of the Builders' Association of Chicago. I am president of the Illinois Builders' League. I am chairman of seven arbitration boards with the labor unions of Chicago, trades which set the wages, terms, and conditions of employment, and the conditions of apprenticeship. I am chairman of the Joint Conference Board of Chicago, which determines all questions of jurisdiction; and for several years was chairman of the National Board of Trade Claims, which until recently determined all questions concerning jurisdictional disputes throughout the United States.

I am calling this to your attention, gentlemen, so that you will understand that while I am a building contractor, yet I am in touch with practically every phase of industrial necessity. These works that I have named are things which I do gratuitously. The time

which they take, the effort which I put in, is my contribution to industry and to society.

In addition to these other phases, I am a member of the Apprenticeship Council of the State of Illinois, and I am the commissioner of apprenticeship of Illinois, which has charge of apprentice training. My understanding of the problems of both the closed and the open shop is, I believe, reasonably accurate as I have to do with all phases.

Mr. Smith raised the question as to whether the word "organized" in line 8, page 1, had any real value, and whether it did not have a rather restricted implication. Permit me to say that, so far as I am concerned, I believe that the word "organized" could just as well be eliminated, and also that I do not care whether the words "associations" and "organizations" are eliminated in line 12, page 2. I do not think they have any particular value, and they do not, in any way, strengthen the pending bill.

May I touch upon a question raised by Mr. Gallagher, of the Painters Union?

He asked Mr. Dooley if there was a chamber of commerce in the town mentioned by Mr. Dooley, and then he stated that there will always be a chamber of commerce in these small towns, whether there is a labor union or not.

We will suppose there was a chamber of commerce, suppose there was no labor union in that town, has not the child a right to a fair chance, regardless of that circumstance? If the labor union fails to establish itself there, that is the fault of the labor union. It is not the fault of either the chamber of commerce or the potential apprentice.

If the labor union does establish itself and command the situation, that is fine. That is the union's job. Nobody denies them the right to do its job in the most efficient manner.

It is the child I am thinking of, before I am thinking of my industry, as such. I am thinking about the young boys and girls of this Nation who are entitled to an opportunity. It matters not whether they were out of the universities or the grammar schools, they are entitled to a fair chance, and oh, gentlemen of the committee, what a break they have gotten during the past 7 years!

There simply has been no place for them. There was nothing for them until the National Youth Administration and this Federal Committee on Apprentice Training came into being and made their praiseworthy drive at a time when there was no demand for either labor or apprentice.

These organizations stimulated them, promoted a definite activity among employers. They induced the employer to give these kids a chance, and to give them that chance without invading the rights of wage earners, without throwing such journeymen upon the dole.

Make these children excess baggage, if you will, but give them a break. Give them some kind of a chance. Take them off the streets, and make it someone's business to see that the very best possible is done for them.

With reference to the appropriation suggested in this bill, I haven't the slightest idea of the amount required to administer the activities of this bill. I assume that the sum of money asked for is sufficient to do the job, but regardless, the job itself is so vital, so

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tremendously important, that whatever is necessary for its administration can readily be justified. We naturally assume that the sum asked for is ample for the purpose.

A bill which this Federal Committee on Apprentice Training has advocated for every State is now before the Legislative Reference Bureau of the State of Illinois, and should be ready for submission during the present term of the legislature. I feel sure that this bill will pass.

I do not know, Mr. Chairman, whether your committee is familiar with this act, but it is a splendid move in which the Department of Labor, the Office of Education, the National Youth Administration, and this national committee are in thorough accord.

To enact such a bill in the legislatures of the various States, setting up standard conditions of apprentice training, and not to set up this national committee, which is the great coordinating and stimulating force, would leave the apprenticeship situation in the United States like a ship without a rudder. I believe, Mr. Chairman, you have a letter on this subject.

Mr. FITZGERALD. We have a telegram about that.

Mr. ROSENTHAL. The bill to which I refer, and for which this committee is responsible, is the result of its realization that an uncoordinated program throughout the United States, with improper or insufficient related training would be little better than no program at all. In fact, it would be no better than the old helper system.

As a helper, the apprentice would do a little of everything, and not much of anything. The training would not be sufficiently intensified, nor would it be orderly, and in most cases it precludes the handling of tools.

This Federal Committee on Apprentice Training set up in its recommended bill a pattern for all States, conditions of apprenticeship which provide a fine standard of training, practically similar in all States.

Such a thing has never before been suggested. The time was, and I might say that is the condition today, when a boy who started out to be a carpenter had before him a 4-year term of apprenticeship. He was indentured to the employer for 4 years, but there was nothing in that plan which would give assurance that at the end of that 4 years the boy would have received a sufficiently wide training in all branches of carpentry to permit us to say that he was a competent, efficient carpenter, capable of performing the service, and fit to enter the industry as a finished journeyman.

As an example, permit me to illustrate in this way. If the boy were indentured to me, and my business was principally reinforced concrete construction, that boy's training under me would be limited to the character of work which is done on that type of construction; namely, the handling of a very complicated, though rough, carpentry. His training in the other phases of the business would be the limitations of my own organization. If such a boy were called upon to trim a building, or do a fine piece of cabinet work, or to carry out a fine job of roof framing, he would hardly be able to respond.

Then again, if I could not employ him continuously, he would be on my pay roll and would receive his compensation, but his training

would be decidedly limited, as he would be learning only while he was working. In other words, I cannot teach a boy simply by paying him. I can teach him only by putting him alongside of competent workmen who have the desire and willingness to instruct and train him.

Under the proposed voluntary State apprenticeship bill, as advocated by the Federal Committee on Apprentice Training—and its complete effectiveness would be dependent entirely upon whether H. R. 6205 is favorably acted upon—a system is set up whereby an apprentice could be indentured to an association of employers or journeymen or an organization set up for that purpose, which organization agrees to use its best efforts to keep the boy continuously employed in a manner that will give him the greatest variety of training, and it would work out as follows:

If my association took on this apprentice, they would assign the apprentice to me for a period long enough for the boy to learn not only the character of work which I perform in the concrete field, but my methods of educating my boys, he would be given a reasonable insight as to what it is all about, and after he had been with me for several months, he would then be taken away and placed with an employer who does a different character of work. He would gain an insight into that employer's methods, hopes, aspirations, and character of work, and from there he would be taken to another and another, so that possibly during his term of apprenticeship he will have been placed with employers who do every character of work, so that in the end he will come out not only trained in the attitude, the viewpoint of these various organizations with a very intimate understanding of how they operate, but with a splendid training in the performance of the work.

This rounded-out training alongside of competent mechanics capable and willing to impart information will, in the end, produce not only a fine citizen but a fine mechanic, with experience in every character of work that it is possible for such a mechanic to perform, with an intimate knowledge of the use of tool and equipment.

It is the work of such a Federal committee to stimulate and promote not only competent instruction upon the job, but a proper attitude on the part of the superintendents, foremen, subforemen, and journeymen with reference to the apprenticeship.

In the hands of such a committee, this job of apprenticeship becomes somebody's job. That which is everybody's job, is nobody's job. The apprentice committee under such an act, which is supported, augmented, and reinforced by H. R. 6205, will carry out not only the training upon the job, but the necessary related training which will come from competent educators.

This Federal committee, in our opinion, would properly be placed in the Department of Labor. The apprentice is an employee, and in organized communities he comes under the contract system which is set up between the union and employers' organization, which determines his definite relationship to both employer and labor.

In unorganized communities, again, it is a question of employment, and he will come under committees set up specifically for that purpose who, in cooperation with the board of education of that community, and others in interest, will see that the plan is properly administered. They will see that the boy's school training, which is

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directly related to the particular work he is performing upon the job, properly coordinates; that the boy receives adequate schooling; in fact, that the job is well done.

It is just the sweetest and finest system that has ever been set up to give the apprentice a chance, a finely rounded-out training and discipline.

There has been no coordination in the past. I don't care how much Mr. Stuart's organization has succeeded in doing, time was when we got our mechanics from Europe, but an immigration law was passed that stopped most of that. While we were getting our mechanics from Europe, we got the best workmen they could produce, but they were no finer than the mechanics we could have produced but we simply were not making them here.

This apprenticeship training is a peculiar thing. There never was, really, a properly organized movement in this country, because such a system apparently was not needed while ample mechanics were coming from abroad. Men taught their sons, and some forward-thinking people really tried to make apprentices, but the whole thing lacked order, lacked coordination, was loosely handled. The restrictions on immigration, however, immediately brought to the forefront this question of making competent mechanics at home. It became the problem of industry, both employer and labor being concerned.

There was a time when labor was fearful of too extensive a program of apprenticeship, feeling that the tendency would be to flood the market, to overproduce, and by such competitive methods influence wages. However, today, the attitude of organized labor is particularly fine. It accepts its responsibility to have a part in the production of competent mechanics. In fact, it today takes the lead in this great work.

There is a very serious question today as to whether the apprenticeship program is properly the employers' program or the employees' program, or whether it is a joint responsibility. So long as that question remains, this committee must be continued. That's one thing upon which Mr. Stuart and I are in agreement. I do not mean to say that I do not concur in his general premises, because I do, and I say further to him that if your organization has been ahead of the rest of us, God bless you for it.

As an employer, I am tremendously interested in whether or not there are good mechanics available for my use. I am also interested that the mechanics shall not walk the streets, unemployed. There must be a control over the making of mechanics, as to numbers and quality. Under no circumstances must we encourage children to undergo an apprenticeship involving several years of intensified work without giving these children reasonable assurance that at the end of their term of apprenticeship there is a place for them.

The vocational educator is doing one of the best jobs that has ever been done. Mr. Brown gave you a wonderful picture of that. That program is training the boy to work with his brains, as well as his hands. It has given the boy a wholesome regard and respect not only for these mechanical operations, but for work.

This training has tremendous value, even though he becomes a swivel-chair operator.

As I have said, Mr. Brown painted a beautiful picture of the result of vocational education, but that training is merely incidental to

training for the job. It, in itself, is not the answer. If every boy coming out of the school of vocational education were to become a mechanic, we not only would flood the market, but would have a distinct shortage in every other line of human endeavor. The possibility of flooding the market with half-baked, supposed mechanics must have our serious consideration.

I would not be misunderstood in these remarks. The training which these boys receive under the vocational system is fine. It does much to round out these boys, and to prepare them for further effort, but there is only one kind of training that has definite value, so far as producing mechanics is concerned, and that is through the apprenticeship system; the training which the boy receives after he has had the vocational course; the training which he receives by working alongside of skilled mechanics where he will receive the benefit of the training of these skilled, experienced mechanics upon the job.

There has been much discussion with regard to the closed and open shop as regards apprenticeship. I fail to see where that is an issue. While it is true that trades unionism simplifies the question of apprenticeship because of the fact that we are dealing with organizations, rather than individuals, yet the unorganized operator has equally as fine an opportunity to train boys and girls as have those who deal with the unions.

The employer has from time to time criticized the union, and likewise the union has had much to say with regard to the thinking of the employer. I, as an employer, cannot and should not be a member of a labor union. That, however, does not mean that I should not properly be sympathetic toward organized labor, nor that I should not endeavor to better conditions within the unions where, in my opinion, such condition can be improved.

If it is my opinion that their policies or methods are wrong, how am I to correct them? What am I to do about it? I can make a direct appeal for immediate correction, or I can aim at the correction of conditions through the quality and character of boys who might graduate into the unions. It is up to me to see that that boy is properly trained. It is up to me to direct his thinking along orderly, sound lines. I must teach him something more than just the use of tools, or the mechanics of the operation. I must give him the related training which can be given only in the school, but above all of that, I must give him an opportunity to know what the industry he is learning is all about. He must become intimately acquainted with my processes and methods.

He must learn that he alone cannot construct a building; that the stenographer also assists in its construction; that the material clerk has a part in its construction; that the engineer, architect, cost accountant, bookkeeper, purchasing agent, the office boy, all help to construct the building. He must learn that it is the coordination of all of these forces that make possible the delivery to society of the complete service called a "building."

Under such direction he will get my viewpoint, and from the union he will get the union's viewpoint. It is in directing his thinking beyond the mere mechanical operation that we complete the job.

The question of whether the apprentice is to be a mechanic, a foreman, a superintendent, or an employer is largely a question of his

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capacity to understand. He is in a country where the sky is the limit, and it is the use that he will make of the training we give him that will determine his ultimate position.

If we will look upon it that in the organized communities when the boy graduates from his apprenticeship he passes into the alumni—call it a labor union or by whatever other name you please—it is largely up to our methods of apprenticeship, education, and the employer's willingness to assist in its direction that will determine the character of men who will graduate into that alumni. To that extent the employer, the educator, and the labor union can chart the union's future course.

Mr. Brown referred to the case of a mechanic who had received his training in welding abroad, and who hung a sign in front of his place of business so stating, and further stating that he had served 13 years in Germany.

The boys and girls that I would have trained will be American boys and girls, who will be proud of their Americanism, who will have a well-developed understanding of what their industry is all about, and who will be proud of their contribution to society. This will preclude the intimation that there is any advantage to having been trained elsewhere than in the United States.

The program we are reaching toward, and which can be accomplished if H. R. 6205 is favorably acted upon, will show definite results in the years to come, because the trades unions, as well as labor generally, will be made up of the kind of thinkers that can be developed only under such direction as can be nationally stimulated by such a committee as the Federal Committee on Apprentice Training.

Our program in the past has not, by any means, been a hopeless failure, but it has lacked coordination, it has lacked orderliness, it was too loose in its methods.

Let us now do the job as it should be done. The Federal Committee on Apprentice Training has a definite job ahead, and is possessed of an understanding of its job. This committee, operating under the Department of Labor, will be able to bring about the ultimate in results, because of the tremendous importance of the labor phases of the problem.

The Department of Education, realizing this, has approved this idea, and will cooperate to the fullest extent to produce the desired results. Its system of related training is exceedingly important in conjunction with the direct training upon the job.

Let us give our youth, henceforth, an intelligently organized system of apprenticeship training.

I recently had occasion to use a story in trying to illustrate a point, and which I feel in a measure, illustrates the very point that I would make at this time.

A man walking up the street came upon a construction job and observed three men cutting stone. He inquired of one man, "What are you doing on this job?" and the man replied, "I am a stonecutter, I get \$1.50 an hour." He approached the next man and asked, "What are you doing?" and he replied, "I am a stonecutter." He then addressed the third one. "My man," he asked, "What are you doing here?" and the man replied, "Oh, mister, I am building a great cathedral, a house of worship, a monument that will go down through the ages, telling to posterity the story of our civilization."

Oh, my friend, it is God's work I am doing, that His message may go to all mankind."

That man felt that he was a part of a great undertaking. He could not dissociate himself from the completed idea. That man was not a stonecutter, \$1.50 an hour. That man was a part of a great organization committed to service. He had taken upon himself the full measure of responsibility for that entire structure. He looked upon the entire contribution as one great, completed whole, toward which he was making his individual contribution.

To produce men and women with this splendid viewpoint, it is necessary that the responsibility for their training be placed in the hands of someone who will see in it something more than just commerce. There must be some great coordinating force, with understanding, to direct action throughout the whole Nation, if it is to be truly effective.

There are other considerations that determine the advisability of perpetuating this committee within the Department of Labor. It should be that if an apprentice will have entered training in Illinois, and his family moves to Kentucky, that the State of Kentucky will know that that boy has come from an accredited State, that he has received such instructions as justifies his acceptance as an apprentice in Kentucky with no loss of time or other penalty. Each State should accept the training of apprentices from all other accredited States which come under this national program.

We must set up such a committee nationally, not only as a coordinator, but as the fountain head of stimulation, of thinking, of initiative, as administrator and clearing house of all the thinking in connection with apprenticeship and its related training.

Give us that kind of a set-up, as proposed in H. R. 6205, and we will give to you dividends in the character of American citizens, human beings, we will send out into the world. In doing so we will improve something more than just the mechanic; we will improve the thinking and the attitude of industry generally. In just a few years these results will be evident, and you will be justifiably proud of the results.

I shall be glad to answer any question that may suggest themselves to you, gentlemen of the committee, so far as I am able.

Mr. DUNN: Do you think a young man today has the same opportunity a young man had 10 years ago? We were talking on the subject of modern machinery a little while ago. I believe I have been informed correctly that we have machines now that paint automobiles, houses and just about everything else. Moreover, we have carpenters, cabinetmakers, and men in other lines of activity who are losing their jobs because a great deal of work that was done by hand in the past is now being done by machines. Much of the product of carpenters and cabinetmakers, for instance, is no longer required, because steel is used instead of wood. What is your opinion about that?

Mr. ROSENTHAL: I think we shall be able to make the necessary readjustments in employment as soon as we understand what the problem really is. We can and we will do that between ourselves as employers and employees. A very necessary adjunct to the accomplishment of results, makes necessary readjustments so that earning capacity will not suffer. Varying the hours of employment, are now under discussion.

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You asked about the chance of the boy of the present day. I would say that he has not got so good a chance today as he had 10 years ago. Ten years ago we were going like a house afire and any kid could get a job at fairly good wages. Today the only way the boy can get a break is by the setting up of an agency of this kind whose job it will be to see to it that he gets a fair opportunity. Things are getting tougher all the time. This machine age has had its influence and effect upon the youth, there is no doubt of that. On the other hand, I would not hold back machinery or labor-saving devices. I would give labor the benefit of them by way of leisure, and I would teach labor what to do with the leisure.

Mr. DUNN. I do not think any problem is too large for the Congress, if we permit ourselves to be actuated by humanitarian and not selfish motives. Referring to the chance of a boy today as compared with 10 years ago, if you will pardon a personal reference, I lost one of my eyes at the age of 12 when I was hit by a snowball. I lost the other at the age of 20 in a wrestling match. I attended two schools for the blind, one at Pittsburgh and one at Philadelphia. That was 23 years ago. In those schools we were taught to do many things with our hands, and we were taught scholastic subjects. We were taught to make brooms, hammocks, carpets, cane seats for chairs. I graduated from those schools. I used to make hammocks and brooms by hand. In those days a blind man could fit himself up a shop where he could make hammocks and make a comfortable living. Now all is changed, in that machinery is displacing that hand work. I can make a substantial hammock as good as or even better than can a machine, but while I am making one hammock a machine will make 50 or 60 hammocks, and so with the making of brooms. Doubtless you know something about the workshop for the blind in Chicago, where they make brooms. They use machines there. One who is blind can make as good a broom as one who has his full ocular faculties, but a machine will turn out 24 brooms while a man is turning out 1 broom by hand. When I asked about the chance of a boy today in comparison with his chance 10 years ago I had in mind that he does not have so good a chance today because of the advent of machinery which makes rugs, carpets, brooms, and other things. That is especially true of shoemaking. Everything today is being done in a large way by machinery, and hand labor is constantly being forced to the background. I ask you this question on account of your experience with the different organizations with which you are connected.

Mr. ROSENTHAL. The building business is a manual one. It is the one business that is and always will be manual in character.

Generally speaking, we are constructing buildings today as they were constructed in Pharaoh's day.

The only difference in the construction of buildings between then and now is the type of construction. We are constructing our buildings higher, but we lay brick now as always. We apply plaster as we did years and years and years ago. We are trying to devise ready-cut buildings, and so forth, yet people do not want to open their houses with a can opener; they want to use a key. This building construction is a manual field operation, not a shop operation, and it never will be a business of machines. Machines simply cannot construct buildings. There is only one way to get substantial, good work

in building construction, that is my hand. It simply cannot be done by machinery.

I am now talking about the building trades. In other fields of activity the problems differ.

Mr. DOOLEY. Your question, Mr. Dunn, is very interesting. You might remember the case of Mr. Kittering when he woke up to the fact that automobiles required, say, 2 weeks to be painted with 15 coats put on by hand. He came to New York and the lacquer finish was adopted, and that put very many painters out of business. On the other hand, how many machinists and other mechanics were provided employment? The decreased cost of automobiles by mechanical production has reduced the price of automobiles for all of us. While the number of painters of automobiles has decreased, yet there has been a very much increase in employment in other lines due to the less cost of automobiles.

Mr. DUNN. I am not taking exception especially to machinery.

Mr. DOOLEY. The case of the automobile is a good illustration.

Mr. ROSENTHAL. The boy has not a real opportunity. That is what we must provide. This Committee on Apprentice Training can give it to him.

Mr. DOOLEY. The value of this committee will be in its coordination of the work of the schoolroom and the factory superintendent. There has been a stone wall between them for many years. We have always spoken of a professor as an impractical man and of a superintendent as a hardboiled man.

I have been employing college graduates all over the United States during the last 25 years, and I have found that there must be a coordination between the college and the production man. The colleges of the country need this very thing. We have not yet reached the level where there is adequate coordination between education in the schoolroom and education in the factory.

Mr. FITZGERALD. Do you believe that this Federal Committee on Apprentice Training will have a tendency by the program set up to help and encourage better industrial relations between employers and employees?

Mr. ROSENTHAL. There is no question about that.

Yesterday I was faced by the question whether it would be possible to put labor on a weekly wage basis or an annual wage basis so that the loss of time, which is responsible for high wages, as they think in the building trades, could be eliminated, and whether we could arrive at an annual, monthly, or weekly wage that would insure a sufficient sum for the entire year. My answer to that question will be this: I think ultimately, after capital has received its return, the division of profits will be made equitably. A method will be found to compensate in addition to wages.

This giving the power to the union as such and to organizations of employers to handle this apprenticeship question as organizations rather than each individual handling it as he sees fit, is in my opinion the first step toward the correction of many industrial ills. If they can jointly accomplish that it will be a step forward that will have a tendency to bring about better industrial understanding when they see how well it works out.

Mr. FITZGERALD. I want to get your position clearly in my mind. After these boys who get nothing but a technical education in a

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training school go to jobs as journeymen, in many cases they have to serve an apprenticeship.

Mr. ROSENTHAL. Yes.

Mr. FITZGERALD. They have not had any practical experience?

Mr. ROSENTHAL. Whatever they get in the school is good. They should do a better job as apprentices after they have received that academic schooling. They could not go on a job as a journeyman regardless of union rules or agreements, because they would not be competent. The training must be on the job and there must be a related training in the school.

Mr. FITZGERALD. Is it not a fact that a great many of these boys and their parents, the boys having served 3 or 4 years and having gone through trade schools, have thought the boys were going to be mechanics, and both boys and parents have suffered rude shocks when they have learned that the boys did not possess the practical experience necessary to do a job?

Mr. ROSENTHAL. I cannot imagine anybody sending a boy to a trade school thinking that after he came out he would be competent to go into the field and earn a living at that trade.

Mr. DUNN. Is it not a fact that the schools which teach the boys trades today have practically all the facilities necessary to train a boy to step out into a job?

Mr. FITZGERALD. In some lines they do not. In schools they can give boys a theory of foundry work, but a real foundry is not run like they teach running a foundry in a trade school. Those schools take the boys out to related jobs; but if the schools try to have those boys construct houses for nothing or put in electric lights, there is always a conflict between representatives of labor and the schools. You can understand how that works.

Mr. DUNN. I have been under the impression that some of the trade schools teach everything concerning building construction, and that when their students step out into the field of work they are competent to do the job.

Mr. BROWN. I think that the average curriculum developed in a trade school or a vocational high school, at least those of the higher type, do not have as a major objective the putting out of trained artisans or skilled mechanics. Rather these courses are more of an exploratory nature. They are meant to broaden their background. The youth in being exposed to these schools and trade fundamentals can better decide upon what his future is to be, along what line to get the teacher's analysis of his aptitude and help him to point his way. A few schools actually give the young people the idea that when they get out of those schools they are skilled artisans and can go out and make their way as such. I think educational institutions of that type are an abomination in the field of education. Frankly, they are not in position to train these young men. It takes certain experience to acquire skill, obviously. The time element allotted is not sufficient to give any marked degree of skill in any one field.

More and more our technical schools are attaining the attitude of being exploratory and trying to find out what the aptitudes and attitudes of the boys are. From that point on they get specific training in such a field as apprenticeship would afford.

The trade schools are contributing to those occupations which do not need such a long period of apprenticeship.

Those who are to become mechanics are those who will have to get the specific training on the jobs.

Our trade schools today—and I as an educator hate to admit it—have too much theory and too little practice. They are theoretical rather than practical.

I think another phase of our educational system is that we are attempting to put the wrong emphasis on the goal of education. I remember as a beginning teacher that I used to use a pamphlet of the Office of Education, which pamphlet set out that if a man had an eighth-grade education he would command a certain salary; if he had a twelfth-grade education he would command a certain salary; and if he finished college he would be able to command a certain salary. I think we are putting the wrong emphasis on the educational set-up. We are finding that we need to have our educator understand that education means something more than an entrance into any particular type of job. That does not always hold true, though.

Mr. FITZGERALD. By being given scholastic training while they are on the actual job, these boys will become better mechanics?

Mr. BROWN. Yes.

Mr. FITZGERALD. I am a molder, and I knew that if I was going to remain in that business and wanted to advance, I should prepare myself. That is why I took vocational education. I myself paid for it. At the age of 27 I was rewarded, because I was the only one out of 700 to be made a superintendent. Both the practical experience and the scholastic training go together. Both are needed. I know many good mechanics in the building line who have not had an opportunity of learning to read blue prints, and yet somebody who could read blue prints might not be as good a mechanic as the man who could not read the blue prints. If any mechanic has this vocational training concerning drafting and the reading of blue prints, he is more than likely to be a more proficient man.

Mr. ROSENTHAL. Many apprentices take night vocational courses. Another system that is in vogue is to allow two boys to work together, one of the boys to be in school while the other is on the job for a week or possibly two, and then to reverse the arrangement. There has to be a fountainhead from which these theories and ideas spring and to which other theories may be carried for consideration.

Mr. DUNN. Mr. Brown, you are, I believe, connected with the Government?

Mr. BROWN. Yes; I am deputy executive director of the National Youth Administration.

Mr. DUNN. This question is really for you to answer. I do not know whether you can answer it; but what percentage of the young boys and girls today who have graduated from high schools are successful in obtaining positions?

Mr. BROWN. We do not have any accurate data concerning that. That is one of the handicaps in the administration of our program. We do not have absolutely scientific data concerning that. There are 2,500,000 or 3,000,000 young persons between the ages of 16 and 25 unemployed and not in school. Our administration alone has taken

care of about that, although enabling them to have been many apprentices.

Mr. DUNN. After they have been advantage.

Mr. BROOKS. States can and instill young people before some direct is very important makes it a committee of excellence.

Mr. DUNN. Which is very small like this.

To ask you.

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Mr. BROWN. Apprenticeship promotion is done. Features the on Appren

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care of about 300,000 who wished to remain in high school. We find that, although we have taken care of 150,000 college students and enabling them to remain in college when otherwise they would not have been able to do so, there are probably four or five times as many applications as the number we are able to help.

Mr. DUNN. Would this legislation, in your opinion, decrease the number of boys and girls who are unable to secure employment after they have graduated; would this proposed legislation be advantageous?

Mr. BROWN. Very much so. We feel that one of the biggest contributions this committee can make is to develop in the various States comprehensive apprentice-training laws which will facilitate and instill going into the mechanical arts and trades and crafts of young persons immediately out of high school. They will do that even before they finish high school. Then we should give them some direction and opportunity that they may tie up. Youth today is very impetuous; and the fact that it does not see anything ahead makes it more so. They need a stimulation of this type. As this committee has worked under our administration, I feel it has made an excellent contribution in the preventive field to overcome exploitation.

Mr. DUNN. In my opinion, the amount of suggested appropriation, which is, as I understand, \$59,000, is insufficient. That is a very small sum of money to try to solve a large human problem like this. We can, however, take care of that later. I am not going to ask your opinion about that; I am simply giving you my opinion.

Are all the States in the Union cooperating in this matter?

Mr. BROWN. It is my understanding that 45 of the States have apprentice-training committees that are attempting to carry on the promotional activities like the Federal committee is interested in having done. I do not know how many States have before their legislatures the bill patterned after this bill of the Federal Committee on Apprentice Training.

Mr. FITZGERALD. I have in my office a copy of a survey made in Connecticut on youths between 17 and 24 years of age. I will send it up to you. I believe the information you desire, Mr. Dunn, is in it. I believe that 40,000 youths were examined at that time. I was astonished at the percentages that had never made more than \$15 a week; again I was astonished at the percentage that never had a permanent job; and I was further astonished when I learned that the number of marriages in our State were decreasing because these young boys and girls would not undertake the responsibility of wedded life when they knew they could not support themselves. I have some copies of that survey, and I shall be glad to send one of them to you.

Mr. DUNN. I shall be glad to have it.

Mr. FITZGERALD. I believe that survey is a cross section of the country. It brought to my mind a lot of useful information. We have many programs before the Congress for the youths of America today; but I do not believe we could get more real money value out of any project, or get as much out of any other project, as we could get from the one we have before us at this time.

STATEMENT OF WILLIAM J. GALLAGHER, BROTHERHOOD OF
PAINTERS, DECORATORS, AND PAPERHANGERS OF AMERICA

Mr. FITZGERALD. The next witness is Mr. William J. Gallagher, national representative of the Brotherhood of Painters, Decorators, and Paperhangers of America.

Mr. GALLAGHER. As an organization we are wholeheartedly in favor of the pending bill. There are many things in connection with the bill that we could perhaps talk about here today—the language of the bill—but there is not anything that seriously bothers me in connection with its phraseology. I do not care how you write it—whether you put the word “union” in there or take it out. It does not affect the real value of the bill.

When I began my apprenticeship in Philadelphia quite some years ago I spent 4 years at it. When I first began I received the sum of 50 cents a day, or \$3 a week. At that time I cleaned the scum out of paint pots so that they would be in good order for mechanics to use. Occasionally I sandpapered old woodwork in preparation for an application of paint. That work was done by me for quite some time before I was handed a paint brush and told to try and put on paint as I had seen mechanics apply it. I went on through my apprenticeship with men who understood the painting trade from A to Z. Fortunately for me, I was in a shop that had first-class, bona-fide, practical mechanics, and time was not the element it is today. Those men taught me how to mix colors. I used to sit down upon the floor alongside of them and watch them as they would put in certain tinting matter to get a color or a shade. I can recall the first job I ever undertook, under the instruction of a man that happened to be in charge of the work. He took me to a job, showed me some things he wanted me to touch up; he gave me the material and told me to do the job. I spent the entire day on the job and came back utterly disgusted because I could not do it. Do you think the man himself went back and did it? No; he did not. The following morning he told me to get the material and go back to that house and complete the job. I went back and stayed there until I did the job.

That was the coaching I got on the job, just as my friend tells you. It is an absolute necessity to get the practical experience on a job. One simply must have it.

When I went to my apprenticeship we did not have any sprays. Whoever heard of a spray those days? All the work was done by hand. I can recall when the State of Pennsylvania first undertook to regulate by law painting by spray. I checked in at the Lawrence Hotel at Erie many years ago, and I could hardly get to the desk on account of the mob standing in that lobby. When I got a room and was going up on the elevator I asked the elevator man what sort of convention was going on; and he told me: “I do not know, but some men are holding a meeting here about some paint guns.” When I had washed I inquired as to where these men were, and I found them in parlor B. I intruded and took part in that meeting. I followed that same committee of the State of Pennsylvania for 4 years before they finally got the rules and regulations pertaining to safeguarding of the operators using sprays. Today is altogether different than many years ago in the use of a spray. Today the operator is protected 100 percent. He is so protected if he wants to be, but many of

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them are in the habit of neglecting the safeguards provided for their own use, such as a respirator. Many times the employers will furnish those things and the men themselves will neglect to use them on the ground that they are cumbersome.

Undoubtedly they are uncomfortable on the face. Our own Government uses sprays. Why do they not take a lesson from that and adopt the principle that they formerly had and use manpower in work in the navy yards? Years ago they used to paint the bottoms of boats by hand; but today they spray them. There is a funny situation in connection with that. There is a law on the statute books that prohibits the use of the personnel of the United States Navy in doing mechanical work on a boat while it is at its home base, yet the Navy takes the crew off one boat and puts it upon another boat to paint the boat. When it comes to the spraying of the bottom of that boat, the Navy does not have its sailors do the work. Civilians do that work in order to safeguard the health of the sailors. That can be demonstrated in every navy yard in the United States today.

I have been fighting the spray for years and years, but not on the ground that some people imagine. When the spray first came out it was a real detriment to the health of its operators. That can be proved, because in the Philadelphia District Council they spent more than \$14,000 with examinations of the members of the union who were operators in factories that used these sprays, to test it there; yet with the doctors' reports and X-ray pictures and everything of those kinds, nothing was done. Those things are still on file in the Philadelphia district council. I tried years ago, through the Department of Labor, to relegate the use of the spray, but there are many things to be taken into consideration under the present set-up and the present progress of the United States, particularly in the building line.

I can recall a few years back when a painter could paint a radiator without any trouble. He would not have any trouble painting it. When they built the Army-Navy Building, one of the biggest daylight buildings in Washington, I challenged the construction engineer, who made up his mind he was going to paint the radiators in that building with a spray. He said it was cheaper, faster, and would make a better job. I challenged him on that. I asked him if he would take six radiators and put them on a lot across the street from the building. I told him to get his spraymen and let them operate the sprays. Then I told him to hook up six of the radiators in the building and we would paint them by hand and then compare the work. He did it. Time was not an element, but by the time he had four or five colored fellows go over and put those radiators on trucks and haul them to the building and hook them up, they were ready for repainting. When everything was considered, we had the sprays beaten; and as a result all the radiators in that large building were painted by hand. Today you cannot do that.

I was on a job here yesterday. I was assigned to go there by the agents who represent the painters' union. I went to the job to see whether or not they would be in position to technically violate their own laws. They prohibit the use of a spray in Washington. They will not allow it under any conditions, either water or oil color. They formerly permitted the use of water color. This job was the

construction of a 5-and-10-cent store. There is a cooling system involved. I went upon the roof to see that system, and one could not paint any of that with a brush, or not much of it. A spray will go in there and protect that material from erosion, and that is the necessary thing in order to protect the life of that particular piece of metal that forms this cooling system.

The same thing with radiation. The architects have so closely knitted them today that you cannot get a brush in them. Perhaps they could be painted before they were assembled, but that does not occur. They are sent to the job with a shop coat, and the painter has to paint them. If the law says it will not permit a spray to be used, how is the contractor going to have the work done? That is a condition in which the painter finds himself many times.

Speaking about these schools. One reason I am so heartily in favor of them is because I went to one of them myself. When I went to learn the painting trade in Philadelphia, my employer, who was one of the finest men who ever lived in that respect, insisted that I go to Drexel Institute and join a class so as to become more proficient in the decorative line. They paid my tuition. I devoted evenings there in accordance with the set-up and followed that course until I was a journeyman, and worked at it thereafter for many years.

Today what do we find? It is only a short time ago that I was on a committee selected to interrogate W. P. A. painters in Baltimore, in regard to their qualifications. We had complaints—all the trades have complaints—about the lack of mechanical ability of some of the W. P. A. workers, on the ground that the Government was paying for something it was not getting. As a painter I was selected to investigate the ones working in Baltimore, and we visited every job. All the schools in Baltimore, all the police stations, the firehouses, the public wharves, the public boats, the hospitals, and every other public building has been painted by W. P. A. I interrogated every individual man, and there were 399 of them. I was amazed to learn how little they knew about painting. I would ask a chap how long he had worked in the business, and he would tell me he had worked at it off and on for 2 or 3 or 4 years. I would ask him for whom he had worked, and he would give me the name of some fellow that had been dead for about 10 years. One could not learn for whom any of those men had worked. They simply had not been painters. I asked a fellow how to make a color. One day I asked a fellow how to make old rose; and he looked down and said, "Mister, I could not make old rose, but I can put it on." They did not know what kind of putty to use on certain woodwork. That investigation was for the purpose of proving that these men were not, in fact, painters. They knew nothing about the business. They were in fact laborers, and that is the sort of work they should have been put on, and practical painters should have been assigned to do the work they were doing. Those alleged painters were given a rate of pay that compared favorably with existing rates in Baltimore. That is just a sample.

Mr. GALLAGHER. There is nothing in the bill that I do not wholeheartedly agree with. The only doubtful thing is whether or not the amount of money you mentioned is sufficient. I have not heard anybody from the Department raise any objection to that amount

of money, \$100,000.

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of money, but I believe the amount should be increased to at least \$100,000.

Mr. FITZGERALD. As I have said, that money has been taken from the old bill. The Bureau of the Budget allowed it and that is why it is included here. That was asked for in the regular appropriation bill. I am willing to take the floor and make a fight for that appropriation.

Mr. FITZGERALD. I think the appropriation should stand as it is. That was what was in the bill. That is what the Department asked for, and I will fight for it.

Mr. GALLAGHER. I have cheerfully given my time to this group. We have compiled a rough draft concerning painting, and I assisted in making that. I gave the committee information about that subject. I had a call this morning to go there tomorrow morning in reference to the paperhanging division of our trade, which, of course, as you know, most shops conduct both branches, namely, paperhanging and painting. They want to get out a similar book or pamphlet upon that part of the trade. Those are the two major divisions of the trade, painting, decorating, and paperhanging. I should think they ought to be able to teach any of the branches of our trade, like glazing, scenic artistry, painting and decorative work, and sign painting. They do teach sign painting in schools now. I was in a school in Baltimore while I was making this investigation I have told you about. I went all through the schools, because it became necessary for me to see these painters actually at work. I passed many classes in which these boys were working.

I made inquiries and they said they had a sign department. Whether that is general throughout the country I do not know, but they do have such in Baltimore. I think that while they get a good education there, there is much in that book—I am sorry we do not got a copy of it here—and if a boy will sit down in the evening and read it like he would a detective novel and get some really good commonsense out of it, he would make a lot of headway over some other fellow who did not devote time to study what is in that little pamphlet. He could at least get an idea of the thing and then, as has been said, when he gets on actual job he can get the practical experience.

Mr. FITZGERALD. I believe that most of the agreements call for vocational training, do they not?

Mr. GALLAGHER. Yes.

Mr. FITZGERALD. The brotherhood and the master painters have agreed on that plan?

Mr. GALLAGHER. Yes.

Mr. FITZGERALD. And it calls for so many years of vocational education?

Mr. GALLAGHER. Yes.

Mr. FITZGERALD. Most plans I have seen call for the same thing. I think that is very fine. The boys get vocational training not outside of working hours. He is not making any sacrifice.

If there is nothing further, the subcommittee will adjourn, to meet tomorrow morning at 10:15.

(Thereupon, at 1 p. m., Thursday, Apr. 22, 1937, the subcommittee adjourned, to meet at 10:15 a. m., Friday, Apr. 23, 1937.)

TO SAFEGUARD THE WELFARE OF APPRENTICES

FRIDAY, APRIL 23, 1937

HOUSE OF REPRESENTATIVES,
COMMITTEE ON LABOR,
Washington, D. C.

The subcommittee this day met at 10:15 a. m., Hon. William J. Fitzgerald presiding, for further consideration of H. R. 6205.

STATEMENT OF J. C. WRIGHT

MR. FITZGERALD. The committee will please be in order. The first witness this morning is Dr. J. C. Wright, Assistant Commissioner for Vocational Education of the Office of Education, Department of the Interior.

DR. WRIGHT. In section 6 of the National Vocational Education Act appears the following:

"It shall be the duty of the Federal Board for Vocational Education (Office of Education) to make or cause to have made studies, investigations and reports with particular reference to their use in aiding the States in the establishment of vocational schools and classes and in giving instruction * * *. Such studies, investigations, and reports shall include * * *: Trades, industries, and apprenticeships, trade and industrial requirements upon individual workers and classification of industrial course processes and pursuit * * * and courses of studies as instruction in vocational subjects.

Pursuant to the responsibility thus placed upon the Office of Education, the vocational division of the office has, from time to time, made surveys to determine the status of apprentice training in the United States, the most recent survey having been made for 1935-36. A summary of that survey is as follows:

1. Number of States and Territories reporting apprentice training programs	44
2. Number of States and Territories reporting apprentice training programs in cooperation with the public schools	37
3. Number of States and Territories reporting programs not in cooperation with public schools	25
4. Number of States and Territories reporting no apprentices	4
5. Number of States not reporting	3
6. Number of apprentices reported:	
Total number in cooperation with schools	30,492
Total number not in cooperation with schools	7,398
Total	37,890
7. Total number of cities or centers giving apprentice training	380
8. State with largest apprentice enrollment:	
Cooperating	10,129
Not cooperating	345
Total	10,474

9. State with smallest enrollment (eliminating those reporting none):

Cooperating	0
Not cooperating	4
Total	4

10. Median (cooperating programs) number of apprentices in State----- 280

According to United States Census data there was an increase of 3.4 percent in the number employed in skilled and semiskilled occupations during the period 1910-30. During the same period there was a decrease of 8.6 percent of all the workers employed in unskilled occupations.

The statement has often been made that skilled trades have disappeared. This opinion is probably based upon partial data concerning a few occupations in which the number employed may be decreasing, as, for example, blacksmiths, glass blowers, and wheelwrights. While it is true that many skilled occupations have decreased in numbers employed and are still decreasing, other skilled occupations are increasing. Aircraft mechanics, toolmakers, dyers, setters, and skilled workers in the field of radio, air conditioning, and refrigeration may be cited as examples of the latter. The effect of these changes, according to official United States Census figures is a steady and consistent increase in the total number of skilled workers needed by industry. A skilled occupation is one in which a relatively long period of learning or apprenticeship is required. The satisfactory performance of the work of a skilled trade calls for a degree of knowledge and manual dexterity above that required in semiskilled or unskilled occupations. The latter may be defined as occupations for which very little special training is required. Such occupations can be learned in a short period of time by a person of average intelligence.

Under modern conditions, it is not possible in most skilled occupations to reestablish the old type of apprenticeship which called for close contact and association between the apprentice and the master workman in the work of a craft. To accomplish the desired result the best modern equivalent is a combination of progressive and controlled job experience with appropriate safeguards, and attendance at a vocational school where training is provided in the related and technical subjects necessary to complete the vocational training of skilled craftsmen.

In accomplishing this result there are two groups of responsibilities to be met by the governmental agencies. The first group has to do with wages, hours, working conditions, trade agreements, contracts or indentures, quotas of apprentices, the length of the training period, and other matters which, under modern industrial conditions, are associated with labor standards. The second group of responsibilities has to do with the education and training of apprentices, and the operation of the training program. The satisfactory operation of an apprentice training program on an educational basis calls for the selection and training of special teachers for apprentice groups and the selection and training of coordinators in order that the work experience and school training of apprentices may be brought into the proper relationship, each with the other. It also calls for the preparation of trade analyses, training plans, and outlines for the teaching of technical subjects and the adaptation

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of subject matter to meet the special needs of apprentices in a wide variety of trades and crafts. This latter group of responsibility is, in my opinion, clearly within the field of vocational education, as provided for under the Smith-Hughes and other acts of Congress.

In view of the situation as thus outlined, it would appear to be sound policy within a State for the administration of labor laws affecting apprentices and the maintenance of labor standards to be assigned to an agency quite separate from the State board for vocational education as, for example, a State industrial commission or a State department of labor. Such being the case, it would be logical for the coordination of State activities in this field to head up in the United States Department of Labor in much the same way as State programs of vocational education head up in the Office of Education of the Department of the Interior.

So far as we can see H. R. 6205 fits into the picture I have attempted to paint. I have no criticism of the bill to make, except, possibly, to offer one suggestion. Referring to page 2, line 10, section 2, it might be advisable, in the interest of clarity, to insert before the word "advisory" the word "national." It is my understanding that the advisory committees would be of a national character. I have no other suggestion to offer, and there is no objection to the bill on the part of our office.

Mr. SMITH. I should like to invite your attention to page 1, line 7. That provides that this bill shall bring together employers and organized labor for the formulation of programs of apprenticeship. What would you think of substituting "employees" for "organized labor"? That would bring the two groups into the same category.

Dr. WRIGHT. The language used in the bill is the more common phraseology that is employed.

Mr. SMITH. What could be the objection to using the word "employees" instead of "organized labor"? The word "employers" is used. Why not use "employees" just as you use "employers"?

Dr. WRIGHT. From our point of view, there would not be any objection to that. Employees who are not organized have no voice.

Mr. SMITH. But that would give them a voice.

Dr. WRIGHT. They have no way of expressing their views unless properly organized.

Mr. SMITH. They could get together as employees, especially in remote sections where there is no organization among employees, or in small towns, which I happen to represent. You do not attempt to qualify "employers" such as associated industries or other listings, so why make restrictions as to employees?

Dr. WRIGHT. I think that is a matter that ought to be determined by some agency other than ours. This is the common way we speak of the representation for labor. As I said before, unless the employees have some organization they will not have anybody to speak for them.

Mr. SMITH. There are several organized labor denominations at the present time. Might there be some conflict in that respect? On the other hand, if it were clearly stated that we would bring together employers and employees for the formulation of programs for apprenticeship, it would be understood the employees would not have to get together.

Mr. FITZGERALD. Did I understand you to say that there is no objection to the bill from the Office of Education, Department of the Interior?

Dr. WRIGHT. That is correct.

Mr. FITZGERALD. What has been the experience of the Office of Education since this committee has been organized to stimulate apprentice training? I have read a statement from the one in charge of vocational training in my State that today 500 boys in this connection are receiving instruction through the school and are working in the trades. He said there was an increase in the number. I am wondering whether that is true in general throughout the whole country. Has this stimulated the desire of boys to learn the trades?

Dr. WRIGHT. Undoubtedly the activities of the Federal Committee of Apprentice Training have promoted the idea of apprenticeship to a considerable extent all over the country. As a result we may expect to see larger numbers enrolled. The fact is being taught to the boys and to the parents that we are reviving the system of making good mechanics, and that is the reason we are getting so many boys, I suppose, that are willing to go back and learn trades. If this bill is enacted into law, the cloak of protection would be thrown around the boys, and when they go into an apprenticeship they would be treated properly and made good mechanics rather than specialists; and when they come out they will be able to prosper. The apprenticeship method of learning a trade is the only one available in many skilled trades whereby young people may become real mechanics. This has to be utilized in one form or another if we are to preserve our supply of highly skilled mechanics in the country.

Mr. FITZGERALD. Is it not a fact that we now appreciate that for 8 or 10 years we have not been making any real mechanics. I might even suggest that we have not trained any such mechanics in the last 25 years. It is true that we have made specialists on boring mills, and so forth, but for the all-around teaching of 30 or 40 years ago, when a boy for a small wage learned a trade if he was not exploited, that is no more. In some shops today the boys are hired as apprentices and are taking the places of laborers because they work cheaper. Therefore when they come out of their trades after 3 or 4 years' experience in them they are not in fact mechanics.

Have you anything further to tell us, Doctor?

Dr. WRIGHT. I believe not.

Mr. FITZGERALD. If there are no further questions, let us thank Dr. Wright for his interesting statement and hear the next witness.

STATEMENT OF JOHN P. FREY, AMERICAN FEDERATION OF LABOR

Mr. FITZGERALD. The next witness is Mr. John P. Frey, president of the metal trades department of the American Federation of Labor. Mr. Frey, we shall be glad to hear from you now.

Mr. FREY. I am, as has been said, president of the metal trades department of the American Federation of Labor. Moreover, I am a member of its committee on education, which is the only permanent committee of this kind in the American Federation of Labor. Again, I am the American Federation of Labor representative on the Federal Committee on Apprentice Training. I understand that you

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have been given much information as to what is involved in H. R. 6205; and I have no desire to duplicate anything that has been placed before you. This much, though, at least should be said: In addition to apprenticeships having practically passed out of American industries, the question arose in the very beginning of the N. R. A., because it was necessary that the codes should contain some provision for apprentice training, and also that there should be some definition given to the term, which definition would indicate the difference between an apprentice who was learning the trade and the workman who is being prepared to be a little more skillful for the special operation he was performing.

The result was that the Federal Committee on Apprentice Training was appointed to provide a universal statement to go into all codes relative to apprentices. That Federal Committee on Apprentice Training was composed exclusively of Federal representatives who were members of the several departments of Government. The committee was not looked upon very favorably by management, because there was not a representative of employers on the committee; and it was looked upon with more suspicion by labor because labor had no representative on the committee. Management and labor, whether organized and enjoying friendly relations or whether they were more or less opposed to each other, did have a common understanding of the distinction between an apprentice who was being taught a trade and the worker who was being given additional skilled training to prepare him for the performance of specialized operation he might be employed on.

When the N. R. A. was declared unconstitutional it became necessary to deal with this apprentice question on an entirely new basis. I have no knowledge of what representation the management may have made to the Department of Labor, but I know something about those made by the American Federation of Labor, which were very insistent upon this one thing: That there could not be any general rules adopted for the training of apprentices which would work unless both management and labor had a voice in the making of those rules and in supervision after the making of the rules. The result was a practical step.

Management was given a position on the Federal Committee on Apprentice Training, and labor also was given a position on that committee, and one or two departments of the Government which had not sat in on the committee were added to the committee.

That committee undertook the responsibility of, first, defining what an apprentice should be in the real meaning of the term as contrasted with the semiskilled worker being made more skillful, then of drawing up rules and regulations which they thought would give the country a general and desirable apprentice system, something that would equal those that had been established on a more or less permanent foundation in Great Britain and continental countries of Europe. After these rules had been formulated it was evident that to secure a proper operation the heartiest cooperation of management would be necessary.

Employers are organized in national associations. Those national associations are generally subdivided into State associations, and practically every State in the Union has a State employers' associa-

tion, the members of which are largely members of national associations of their particular industries.

In addition to the local unions of the various trades in every locality, there is a central labor council, and then there are State federations of labor. The form of organized management and organized labor is much the same.

Management had to be convinced that a genuine, thoroughgoing apprentice system was necessary, before it would lend its support. It was just as essential that labor should be convinced that a genuine apprentice system was in the making.

I found when I became a member of the committee that most of the larger State federations of labor would not have anything to do with Federal apprentice training because of a conviction that it was not a system in which labor had any voice either in making the rules or in the administration of them, and it was not until I had sent a report to all local unions and State federations of labor that the largest State federations of labor one by one approved the program of the Federal Committee on Apprentice Training.

That program has now been adopted by a great majority of the States—about 45, I believe. So that it is evident that organized labor and organized management has found something in this Federal Committee on Apprentice Training in which they are willing to place confidence, and it leaves them willing to go ahead.

There is, as Dr. Wright has pointed out, a very definite distinction between vocational training, which is desirable, if possible, and apprentice training, which is a training of young men in connection with all knowledge which is necessary to make a thoroughgoing mechanic.

Briefly, may I say that the Federal Committee on Apprentice Training can do nothing more than establish standards and secure cooperation unless we have the cooperation of employers of labor locally. We must have the cooperation of employers and workers. Nothing that the Federal administration can do is more than a helpful suggestion. It requires definite action to get some place. We must have the hearty cooperation of all concerned if we are to make this a real success.

On the national committee we have equal representation of management and labor, and moreover, we have the help of the Office of Education and the National Youth Administration as well as the Department of Labor and, I believe, the Department of Commerce.

The important thing is that once the national committee has defined its objective and put it in the form of a regulation, the State went after the other, they fell in line with this and set up State apprentice committees that were governed by the rules and regulations formulated by the Federal Committee on Apprentice Training. So that in 45 States, as I have suggested, there are committees upon which the employers, the educators, and the workers have equal representation. They are a supervisory body, because they would not attempt to do more than assist in having regulations carried into effect. At the bottom of it all are the employers and the workers, and they set up under the State committee a committee of that industry for the State, a committee in the building trades and committees in specific trades, such as printing, molding, and so forth. That is because each industry has a much clearer knowledge of what

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its own apprentice problems are than anybody on the outside can possibly have.

These industrial committees function through the State committees operating under the direction of the Federal Committee on Apprentice Training, but they are free to determine what is needed so far as apprentices in their particular industries are concerned. They determine changes that may be profitably made in shop practice so that the boys and girls will have opportunity of becoming skilled craftsmen and craftswomen. They do more than that—they are the ones who see to it that the indenture papers are properly executed. They are the ones who see to it that the purposes of the Federal Committee on Apprentice Training are being carried into effect properly. In other words, they exercise supervision. Nobody but somebody thoroughly familiar with the machinists' trade, for instance, as an employer or as a workman, can know just what the training of an apprentice in that trade should be. That is to say, under the set-up of the Federal Committee on Apprentice Training at the beginning of it all and the functioning of it all is directed under the supervision of the employers and the employees working coöperatively with vocational training in each State and nationally.

The American Federation of Labor has naturally taken a very deep interest in the matter. Because of questions which arose, and as the American Federation of Labor representative on the committee, I took up the matter with President Green last October. I felt at that time that the appropriation for the Federal Committee on Apprentice Training was perhaps the most unsatisfactory one Congress had made. The Federal committee was accomplishing an enormous amount of useful work on a shoestring, so to speak, and I felt that much more money ought to be given to it.

May I file with the committee the letter President Green sent to President Roosevelt about this matter?

Mr. FITZGERALD. We shall be glad to have it.

Mr. FREY. It reads as follows:

AMERICAN FEDERATION OF LABOR,
Washington, D. C., October 30, 1936.

HON. FRANKLIN D. ROOSEVELT,
President of the United States, The White House, Washington, D. C.

DEAR MR. PRESIDENT: Mr. John P. Frey, the labor representative on the Federal Committee for Apprentice Training, reports that the work of the committee is producing practical results, and that already one national association of employers and one national union have jointly adopted the committee's rules and regulations to govern apprentice training in the industry. These two groups are the National Association of Master Plumbers and the United Association of Journeymen Plumbers and Steamfitters. Several other groups are now conferring to the same end.

The Federal Committee on Apprentice Training has expended \$65,000 for the current year, \$53,300 of this having been received from the National Youth Administration.

For most practical reasons it now seems advisable that the financing of the committee should be through the Department of Labor. In view of this I understand that the Department of Labor is to include the financing of the committee in its budget.

I am aware that it is the policy to keep all budgetary estimates within present appropriations. With this in mind, but because of my conviction that the work of the Federal committee should be extended, I am prompted to respectfully request that you favor an appropriation of \$100,000 for the committee's use to begin with the fiscal year of 1937.

Respectfully yours,

WM. GREEN,
President, American Federation of Labor.

Mr. FREY. I should like to have made part of the record the resolution adopted by the American Federation of Labor at its 1936 convention concerning this matter.

Mr. FITZGERALD. We shall be glad to have it.

Mr. FREY. It reads as follows:

RESOLUTION ADOPTED BY THE AMERICAN FEDERATION OF LABOR, 1936 CONVENTION

Whereas the Federal Committee on Apprentice Training has been set up by the United States Government to foster and promote indentured apprenticeship in the skilled trades throughout the country;

Whereas labor and management are equally represented on this committee and on State committees appointed in the various States to develop indentured apprenticeship in cooperation with the Federal committee;

Whereas acceptable standards for the protection of apprentices have been developed by the Federal committee and adopted by the various State agencies;

Whereas the Federal committee has advanced the indenture principle of apprenticeship by securing the adoption of national standards through whole industries, such as plumbing in which the United Association of Journeymen Plumbers and Steamfitters of the United States and Canada and the National Association of Master Plumbers have each officially endorsed a detailed plan outlining standards, methods, and procedures, and a similar plan has been developed for the painting and decorating industry;

Whereas the Federal committee has strengthened apprenticeship by getting recommended standards adopted by national trade associations, international unions, and State and local public agencies, and this has resulted in improved working conditions and training of youth for entrance into the skilled trades.

Whereas State and local trade advisory committees upon which labor and management are equally represented have been established to determine the rules and regulations under which apprenticeship shall be conducted, such as wages, hours, quotas, length of apprenticeship, content of schedule of processes, and amount of relation instruction;

Whereas the representatives of organized labor have actively participated in every phase of the program, and several State Federations of Labor and international unions have officially endorsed it;

Whereas one of the objectives of the American Federation of Labor has been to develop indentured apprenticeship in the organized trades based on the assumption that fair wage levels and working conditions can be maintained only by preventing the oversupply of untrained mechanics, and the development of a reasonable supply of skilled mechanics; therefore, in view of the fact that this program is based on sound American policies, be it

Resolved, That the American Federation of Labor endorse the policy and program of the Federal Committee on Apprentice Training and recommend that the program be expanded; and be it

Resolved further, That the Congress of the United States be urged to appropriate sufficient funds to the United States Labor Department to carry on the activities of the Federal committee; and be it

Resolved further, That State Federations of Labor be urged to take an active interest in the passage of State apprentice laws to safeguard the standards of apprentice training laid down in the Federal program.

Mr. FREY. When I first became familiar with the functioning of the Federal Committee on Apprentice Training, and I had served on it long enough to make an intelligent report, I discussed the matter with President Green. We talked of what was involved in the committee's program, and it was felt well that I should send out a statement to the central labor councils and all State federations of labor as to the changes that had been made for the perfection of apprentice training, and its proper supervision by the addition of representatives of management and labor. I have a copy of that report, which was made under date of September 10, 1935. I do not care to take your time to read it, but I should like to have it made a part of the record, if agreeable.

Mr. FITZGERALD. We shall be glad to have it.

Mr. FREY. It reads as follows:

REPORT ON APPRE

The Federal Committee on Apprenticeship was issued by President Roosevelt in 1934 and the Secretary of Labor to appoint a committee of three representatives of labor and management to study the problem of setting up uniform apprentice competition established by N. R. A. It then referred to apprenticeship which

The original committee of three representatives of labor and management, the Division of Vocational Education, and the Department of Labor. After the decision of the Supreme Court in 1935 it became necessary to appoint an advisory committee to advise the work already accomplished could be added to the committee.

Mr. C. R. Dooley, manager, industries of New York, who represented industry; Mr. Mary H. S. Hays, representing labor; and John P. Frey, president, metal trades Federation of Labor.

When the Federal Committee on Apprenticeship was first established in 1934 its first responsibility was to study the problem of apprentice training and advisory committees under the authority of the State committees to apply the rules and regulations.

It was evident from the beginning that the method for securing cheap labor by using persons, and their parents should be made apprentice training and the number of years of training should be added to the 3 or 4 years' apprenticeship.

It was apparent that bona-fide apprenticeship between the employer and the apprentice would require the approval of the State and could be accepted.

Certain general policies were adopted: (1) That under no circumstances could an apprentice be employed for less than 1 year, nor more than 5 years.

(2) That apprentices should be paid the journeyman's wage, and an average journeyman's wage for the period of his apprenticeship.

(3) That employers should guarantee during the period of the apprenticeship, remain in his employer for the full period.

(4) That employers should provide that the apprentice should be routed through a working experience.

(5) That through the cooperation of the State should be made for at least 144 hours per week so that the Federal apprentice training State committees have been organized.

As there is equal representation of labor and management on the advisory committee, the committee could directly supervise all apprenticeship problems.

To illustrate: An advisory committee for the foundry, for the building trades, for the various industries and for the workmen so that labor in each industry affecting the training of apprentices.

Mr. FITZGERALD. We shall be glad to have you insert it in the record.

Mr. FREY. It reads as follows:

REPORT ON APPRENTICE TRAINING

SEPTEMBER 10, 1935.

The Federal Committee on Apprentice Training was created by an Executive order issued by President Roosevelt in the summer of 1934. This order authorized the Secretary of Labor to appoint the members of a committee for the purpose of setting up uniform apprenticeship standards under the codes of fair competition established by N. R. A. It was the existence of these codes with their reference to apprenticeship which made the committee an urgent necessity.

The original committee of three represented the Department of Labor, the Division of Vocational Education, and the N. R. A.

After the decision of the Supreme Court of the United States in the *Schechter case* it became necessary to appoint advisory members to the committee so that the work already accomplished could be carried on. There was, therefore, added to the committee—

Mr. C. R. Dooley, manager, industrial relations department, Standard Oil Co. of New York, who represented industry;

Dr. Mary H. S. Hayes, representing the National Youth Administration; and

John P. Frey, president, metal trades department, representing the American Federation of Labor.

When the Federal Committee on Apprentice Training was created in the summer of 1934 its first responsibility was the establishing of rules and regulations covering apprentice training and the organizing of State committees on apprentice training and advisory committees for the various industries working under the authority of the State committee, all of whom were charged with the responsibility of applying the rules and regulations established by the Federal committee.

It was evident from the beginning that apprentice training must not be used as a method for securing cheap labor. It was also evident that employers, young persons, and their parents should be given the clear distinction between bona-fide apprentice training and the mere securing of a job.

It was equally evident that there was a large field for apprentice training in addition to the 3 or 4 years' apprentice training which are necessary in the skilled crafts.

It was apparent that bona-fide apprentice training should include an agreement between the employer and the apprentice, and that such written agreement would require the approval of the State committee on apprentice training before it could be accepted.

Certain general policies were adopted by the Federal committee:

(1) That under no circumstances could a term of apprenticeship be for less than 1 year, nor more than 5.

(2) That apprentices should be paid at a rate of not less than one-fourth of the journeyman's wage, and an average of not less than one-half of the journeyman's wage for the period of indenture.

(3) That employers should guarantee a reasonably continuous employment during the period of the apprenticeship, and that the apprentice should agree to remain in his employ for the full period.

(4) That employers should provide that during the period of apprenticeship the apprentice should be routed through the various operations of the craft, and that he should obtain a working experience in all operations.

(5) That through the cooperation of the educational authorities provision should be made for at least 144 hours per year of instruction for each apprentice.

So that the Federal apprentice training program could be carried into effect, State committees have been organized in 43 States. Upon these State committees there is equal representation of employers and labor.

As apprenticeship problems differ between industries and as no State committee could directly supervise all apprentice training within the State, the State committees organize advisory committees for the various industries.

To illustrate: An advisory committee for the graphic arts, for machine tools, for the foundry, for the building trades, and so forth. These advisory committees for the various industries have equal representation of employers and workmen so that labor in each industry has a direct voice on all questions affecting the training of apprentices.

The passing of N. R. A., while not changing the rules and regulations for apprentice training which had been established, changed the degree of N. R. A. influence.

When the National Youth Administration was established a few months ago, a new and important factor developed, for one of the objectives of the National Youth Administration was employment and apprentice training.

On Wednesday, September 4, 1933, the Federal Committee on Apprentice Training met to consider future policy. At this meeting the representative of the National Youth Administration informed the committee that the National Youth Administration desired that the full responsibility for carrying out a program for apprentice training should remain in the Federal Committee on Apprentice Training.

As the financial support of N. R. A. for the committee had been materially reduced, the National Youth Administration agreed to contribute financially to the Federal Committee on Apprentice Training so that its full activities could be continued.

This meeting also gave full approval to all of the rules and regulations relative to apprentice training which had previously been established by the Federal committee. These rules and regulations are the first steps to establish national provisions for the education of apprentices.

The Federal committee, therefore, has the official support of the National Youth Administration.

The national committee at present consists of Mrs. Clara Boyer, Department of Labor, chairman; William F. Patterson, Federal Committee on Apprentice Training, secretary; Dr. Frank Cushman, Office of Education; Dr. L. C. Marshall, N. R. A.; John P. Frey, American Federation of Labor; C. R. Dooley, industry; Dr. Mary H. S. Hayes, National Youth Administration.

Respectfully presented.

JOHN P. FREY.

Mr. FREY. President Green said later that the time had come when there should be another official statement, and I prepared an article on "apprenticeship program" for the January 1937 issue of the American Federalist. I should like to file that with the committee after reading one pertinent paragraph of it. It says:

Some of the figures of the 1930 United States Census give an idea of the ineffectiveness of our effort to provide adequate training and education to the young people entering the skilled trades. The census shows that there were approximately 92,000 apprentices in all of the skilled trades during the year which was quoted, and then points out that probably many of these were helpers or machine tenders. In addition to the 92,000 so-called apprentices, the census lists approximately 750,000 workers in the skilled trades under 24 years old.

The article in its entirety reads as follows:

THE APPRENTICESHIP PROGRAM

By JOHN P. FREY, President, Metal Trades Department, American Federation of Labor

As the employee representative on the Federal Committee on Apprentice Training, I have had the opportunity to observe the growing interest on the part of National, State, and local officials of organized labor in all of the trades, in this committee's program. This interest speaks well for the diligence with which these officials are carrying out the admonitions of the various national conventions of the American Federation of Labor. Have not the conventions consistently urged the American Federation of Labor to use every effort, directly and through its affiliated locals, to further the educational opportunities of the children of the workers?

That the American Federation of Labor has been in the front ranks of those seeking greater educational opportunities for youth is a fact in which every member of this organization can take the greatest of pride. A brief review of our organization's statements and policies on education will furnish an excellent foundation for an understanding of the attitude being taken on the Federal committee's apprenticeship program.

The first convention of the "We are in favor of the pass by compulsion, the education exact certain compliance with State to educate its people. The 1888 convention again people is the fundamental plan of social reform depends laws compelling parents to in each convention from 191 went on record strongly minimum school-leaving age hush the Federation's solid but let us see what the re education. The 1907 conven the most complete industrial applicants for admission in as regards the full possibility be fitted not only for all u vitory duties, responsibility

The 1908 convention point ets and seeking antagonists United States. One group w sympathies and prepare hit breaking purposes. This g apprentice for skill in only a skilled worker in only a helpless if lack of employu other group is composed o organized labor, and person industrial education as a c terms, to be provided by g whole people with a metho practice or graduate a skill "Organized labor has the l education, and should enlist and the general welfare."

The 1909 convention gav to set up for industrial ed but not necessarily in sep should receive instruction tectory mechanics, drawing economies, including and ex

Some of the educational c ing have been outlined. 2 The Federal Government h on industrial education pr represented on advisory e made, but so far the progr with the distance we have t

Some of the figures from ineffectiveness of our effort: young people entering the approximately 92,000 appre it was taken and then poin machine tenders. In add it is approximately 750,000

These figures are fitting from which to draw concl They offer evidence to su committee that the importa to set up training p to some capacity in the va ch training. In connecti that the Federal commi training programs be inang of youths into the skill

The first convention of the American Federation of Labor, in 1881, declared: "We are in favor of the passage of such legislative enactments as will enforce, by compulsion, the education of children; that if the State has the right to exact certain compliance with its demands, then it is also the right of the State to educate its people to the proper understanding of such demands." The 1888 convention again went on record, "We recognize education of the people is the fundamental principle upon which the success of every proposed plan of social reform depends. Therefore, we favor legislatures enacting laws compelling parents to send their children to school." In 1894, 1911, and in each convention from 1918 through 1921 the American Federation of Labor went on record strongly favoring compulsory school attendance with a minimum school-leaving age of 16 years. Sufficient has been quoted to establish the Federation's solid position behind general education for the masses, but let us see what the record contains regarding the need for industrial education. The 1907 convention declared, "We favor the best opportunities for the most complete industrial and technical education obtainable for prospective applicants for admission into the skilled crafts of this country, particularly as regards the full possibilities of such crafts, to the end that such applicants be fitted not only for all usual requirements, but also for the highest supervisory duties, responsibilities, and rewards * * *."

The 1908 convention pointed out, "There are two groups with opposite methods and seeking antagonistic ends, now advocating industrial education in the United States. One group would educate the student or apprentice to nonunion sympathies and prepare him as a skilled worker for scab labor and strike-breaking purposes. This group also favors the training of the student or apprentice for skill in only one industrial process, thus making the graduate a skilled worker in only a very limited sense and rendering him entirely helpless if lack of employment comes in his single division of a craft. The other group is composed of great educators, enlightened representatives of organized labor, and persons engaged in genuine social service who advocate industrial education as a common right to be open to all children on equal terms, to be provided by general taxation and kept under the control of the whole people with a method or system of education that will make the apprentice or graduate a skilled craftsman in all of the branches of his trade."

"Organized labor has the largest personal interest in the subject of industrial education, and should enlist its ablest and best men in behalf of the workers and the general welfare."

The 1909 convention gave its concept of the kind of school which should be set up for industrial education. It said there should be separate schools but not necessarily in separate buildings and that pupils and apprentices should receive instruction in English, mathematics, physics, chemistry, elementary mechanics, drawing, the history of the trade, and a sound system of economics, including and emphasizing the philosophy of collective bargaining. Some of the educational objectives for which the Federation has been working have been outlined. All States now have compulsory education laws. The Federal Government has been financially assisting the States in carrying on industrial education programs for workers, and in many places labor is represented on advisory educational committees. Some progress has been made, but so far the progress made is only a drop in the bucket as compared with the distance we have to go.

Some of the figures from the 1930 United States census give an idea of the ineffectiveness of our efforts to provide adequate training and education to the young people entering the skilled trades. The census shows that there were approximately 92,000 apprentices in all of the skilled trades during the year it was taken and then points out that probably many of these were helpers or machine tenders. In addition to the 92,000 so-called apprentices, the census lists approximately 750,000 workers in the skilled trades under 24 years old.

These figures are illuminating in that they offer the only Government figures from which to draw conclusions regarding the size of the job ahead of us. They offer evidence to support the general recommendation of the Federal committee that the important and pressing job is to encourage employers and labor to set up training plans which will assure that youths now employed in some capacity in the various skilled trades will receive the benefit of thorough training. In connection with the figures just referred to, I want to point out that the Federal committee does not recommend that widespread apprentice training programs be inaugurated with the purpose of inducting greater numbers of youths into the skilled trades.

The committee is proposing that each trade in every community where there are youths employed in those trades set up a joint apprentice training committee for the administration and control of training programs for young men and women. Such an organization will be able to obtain accurate information on the number of apprentices that should be started into training. It may, for example, find that in a particular trade there are no prospects whatever for the absorption of newly trained skilled workers for a number of years. On the other hand, it may find the prospects particularly bright for a number of new apprentices in addition to those young people already employed.

The importance of these local joint trade apprentice committees, which should be made up of equal numbers of employers and employees, cannot be overemphasized. The success of the Federal committee's program will depend almost entirely on the effectiveness of the work done by these local organizations. In addition to the local apprentice committees, there are State apprentice committees in practically all of the States. These State committees are made up of equal numbers of employers and labor representatives and representatives of such State and Federal governmental agencies as have a definite interest in vocational education, placement, and labor problems. These State committees cooperate closely with the Federal committee and act in an advisory and coordinating capacity to local trade apprentice committees.

The State apprentice committees are in a position to review local apprentice training plans to see that adequate standards are provided to assure apprentices against exploitation, that the local apprentice committee submitting the plan is representative, and that proper arrangements have been made to assure the apprentice of the kind of school training which will contribute to his craft skill and also to his efficiency as a citizen.

I want to urge State and local officials of the various crafts to become as thoroughly informed as possible on this apprentice-training program and to make every possible effort to see that both State and local apprentice committees are strengthened, and that the rights of both the future and present journeymen are fully protected.

National organizations of employers and employees can contribute a valuable service to the cause of apprenticeship by working out general trade apprenticeship standards. Such standards should be in the nature of recommendations to local groups. They should be sufficiently flexible as to permit local apprentice committees to adapt them to local needs.

The construction industry had a conference in Washington in 1923 which was attended by representatives of labor, contractors, architects, educators, and building material manufacturers. The conference recommended that the national associations prepare and agree on such national apprentice training standards as I have referred to. No such standards were developed until this year. I take pleasure in congratulating the United Association of Journeymen Plumbers and Steamfitters of the United States and Canada, and the National Association of Master Plumbers for being the first national groups in working out national standards for the training of their successors. These organizations deserve particular commendation because they have evolved a philosophy on apprentice training which is as important as the standards. They propose that apprentices shall learn something about business as well as those subjects related to the manipulative operations in the trade. They are also to be taught economics, including the history and philosophy of both the sponsoring organizations.

Several other trades in the construction industry and one in the metal trades are considering the adoption of national apprentice training standards. These national standards will be of great value to local groups in setting up apprentice-training programs and they will also assist materially in assuring the workers of greater versatility and consequently greater ease in securing employment when it is needed.

The program of the Federal committee is thoroughly democratic in that it provides for voluntary acceptance on the part of all parties concerned. The experience so far is that most of the groups and individuals contacted recognize the need for an organized training program for apprentices, and are willing to take constructive action providing there is leadership. There is substantial agreement among all groups that there is no adequate substitute in the training of craftsmen for apprenticeship, providing this training method is properly safeguarded. There is developing ample evidence to justify the confidence I have just expressed in the willingness of both employer and employee groups to adopt an organized apprentice-training program. The members of the staff of

the Federal committee are assistance in setting up such time that several local projects are available to them. The fact that definite action for the training of skilled view of the barrage of new variety of skilled workers but it will not result in any increase of the number of workers, industry if the energy and intelligent apprenticeship which the committees are advocating.

The experience of the past apprenticeship will not be a ship. The impetus given to committee in a relatively short time the promotional largely a labor problem and workers' welfare, the agent department of government that department, of course.

At the 1923 convention given by the executive committee. The report in part as will not interfere with organizations as have established out that the Federal has much as it depends on commendations. No effort is apprenticeship rules and regulations. I have shown in this article ways stand four square for trade and cultural. It stands than ever before. Our action and progressive, and always the public would not stand back instrumental in security towards achieving another of a system for the training of the future an adequate workers and carry on the tradition.

A beginning has been made committee's program. This is the accomplishment of the enlarged. It is obvious that advisory service to all young people are employed in all of the States and in fact there be misunderstanding of local apprentice-training in an advisory capacity, the trades will be brought in a training to those youths at the rate of any new apprenticeship.

Our 1923 convention was labor representation on all having to do with labor problems. State and national cooperation with the program and labor representation equal for labor participation a convincing reason for the future members of the American in connection with the workers in the various States.

the Federal committee are receiving numerous requests from local groups for assistance in setting up such training programs. I am able to report at this time that several local programs have been established and some of the plans adopted are available to those who request them from the Federal committee. The fact that definite action is being taken and a solid foundation is being laid for the training of skilled workers in the future is significant, especially in view of the barrage of newspaper and magazine ballyhoo about an imaginative scarcity of skilled workers. We have had ballyhoo of the same kind before, but it did not result in anything but glorified learner programs which materially increased the number of specialists and poorly trained mechanics. I am convinced that workers, industry, and the public will gain enormously in the end if the energy and intelligence of all groups is put behind the sound program of apprenticeship which the Federal committee and its cooperating State committees are advocating.

The experience of the past leads to the conclusion that a sound program of apprenticeship will not be established unless there is sound permanent leadership. The impetus given to the development of such a program by the Federal committee in a relatively short time suggests that it is the agency which should continue the promotional aspects of this program. Since apprenticeship is largely a labor problem and definitely allied with other problems relating to the workers' welfare, the agency to handle it should be made a unit within that department of government set up to look after the interests of the workers. That department, of course, is the Labor Department.

At the 1935 convention of the American Federation of Labor a report was given by the executive council on the origin and purpose of the Federal committee. The report in part says: "We are willing to cooperate in such a way as will not interfere with the apprenticeship rules and regulations of such organizations as have established such rules and regulations." I have already pointed out that the Federal committee's program is thoroughly democratic, inasmuch as it depends on the voluntary acceptance of its standards and recommendations. No effort is being made to change or interfere with established apprenticeship rules and regulations.

I have shown in this article that the American Federation of Labor has always stood four square for advancements in education for the workers, both trade and cultural. It stands today for those same standards more strongly than ever before. Our accomplishments in the field of education have been sound, progressive, and always advancing in the interest of the general welfare. The public would not stand for any retreat from the great advantages we have been instrumental in securing. I am convinced that we are now well advanced towards achieving another notable advancement and that is the establishment of a system for the training of apprentices in all of the States which will assure to the future an adequate number of craftsmen fully worthy to be our successors and carry on the traditions of their crafts.

A beginning has been made in carrying out this ideal through the Federal committee's program. This program should be pushed vigorously. It is vital to the accomplishment of the desired end that the staff of the committee should be enlarged. It is obvious that a staff of seven field men cannot render adequate advisory service to all of the trades and in all of the communities where young people are employed. The committee should have field representatives in all of the States and in the more populous States several men are needed. Lest there be misunderstanding, I again want to point out that the organization of local apprentice-training programs in which these field representatives act in an advisory capacity, does not necessarily mean that youths new to the trades will be brought in as apprentices. The first job is to assure thorough training to those youths already working, and provide an organized plan to take care of any new apprentices that may be needed at a future time.

Our 1936 convention went on record in no uncertain terms in demanding labor representation on all boards and committees which administer matters having to do with labor problems. I call your attention to the fact that all local, State, and national committees now organized or to be organized in co-operation with the program of the Federal Committee on Apprentice Training have labor representation equal to that of management. This policy of providing for labor participation all along the line is, in my estimation, a strong and convincing reason for the full support of the work of the Federal committee by the members of the American Federation of Labor.

In connection with the work being done by the Federal committee, the legislatures in the various States should be encouraged to enact appropriate ap-

prenticeship legislation. The committee on apprentice training of the Third National Conference on Labor Legislation, held in Washington, November 9, 10, and 11, 1936, reported in part: "It (the committee) recognized the value to youth, to employers, and employees, and to the public, of a program to stimulate and encourage the training of young people to become thoroughly trained and responsible workers in the skilled trades. A constructive and sound plan of apprenticeship must be developed for all branches of the skilled crafts instead of the loose system of helpers and learners now prevailing in numerous industries. A training structure to correct the evils of this haphazard system should be built up which will provide, on an intelligently planned and carefully protected basis, a program developed under accepted labor standards. The committee's concern is with the setting up of these labor standards—standards to protect the apprentice, the entire labor group, the employer, and the public. The committee believes that this end can best be attained through the enactment of sound legislation on apprenticeship in the various States."

"The committee, therefore, recommends that the Secretary of Labor appoint a representative committee to draft suggested standards for incorporation in State apprenticeship legislation."

The committee I have just quoted, which was made up of representatives from State departments of labor, organized labor, the United States Department of Labor, and the Federal Committee on Apprentice Training, recommended that the administration of State apprenticeship legislation should be in the labor departments of the various States, since the problems of apprenticeship are so closely connected with the various labor laws, rules, and regulations administered by the labor departments.

The recommendations of this committee are such that I wholeheartedly concur. I trust the Secretary of Labor has acted in the appointment of the joint committee recommended for the drafting of suggested legislation. My suggestion to those interested in pushing action toward securing adequate State apprenticeship legislation is that they write the Federal committee for copies of the suggested legislation as soon as the committee has taken the necessary action.

Mr. FREY. There again, the use of the term "apprentice" is misleading so far as reports are concerned. It has been customary in some industries to call them apprentices and to pay them so-called apprentice wages; but instead of teaching them trades, they teach them to follow one of the minor operations in an industry, so that the employer secured, for the wages of an apprentice, help to do work for which he would otherwise pay the wages commanded by unskilled labor. Those boys work for half and sometimes one-third the wages that unskilled labor would have to be paid.

Our country is the foremost one in the world at the present time, for a long time, in education, in giving everybody an opportunity to secure an education. We have done that most generously except in the one field of apprentice training.

It is recognized today that industry, being carried on as it is, can no longer give a boy the full training of a skilled mechanic. The old time, all-round shop has been replaced by shops manufacturing specialties, so that if a boy was given the run of a shop as he was years ago, he would at the end of his apprenticeship only be a half-baked mechanic. Something must be added to the shop experience, obviously. That is a certain number of hours each year during the period of apprenticeship in which skilled men, preferably those who have learned the trade and understand it and who are qualified themselves to teach, teach the boys the theory and the practice which they cannot get in the shop where they are employed.

That is the purpose of the Federal Committee on Apprentice Training. That is what has been worked out.

Considering the indifference there was toward the question of apprentice training and the lack of confidence in the Federal Commit-

tee on Apprentice Training and labor were not representative of that has been undertaken the efforts under the Federal Committee. That progress is most encouraging. National organizations have entered into length and breadth of the Federal Committee.

The first organization, the United States Association of Plumbers and Steamfitters, has entered into length and breadth of the Federal Committee.

I am not certain as to the future, but the national or the Federal Committee international union in the future.

There is under consideration the national associations of those industries to work out a practical definition of the indenture of the apprentice in the schoolroom in the street about coordination of the industry and his work. I have young boys in the case of the special effort.

I think the most important particular an issue in the interest of the industry.

Something spectacular will be done that the appropriate staff of the Federal Government would be presented anything being.

Here we are now with a apprenticeship program that it has been adopted a Government is concerned. It is being done by the Federal Government we are leading all other countries.

I was absent from the conference work came up. Very much my intention to go to the conference with this item. The committee had accomplished \$250,000 in connection with young men and women.

tee on Apprentice Training in N. R. A. days, because management and labor were not represented on that committee, I know of nothing that has been undertaken that has made so rapid progress as have the efforts under the Federal Committee on Apprentice Training. That progress is most extraordinary. I have seen a very marked change. National organizations of employers and the national unions have entered into agreements to put into effect throughout the length and breadth of the country the rules and regulations which the Federal Committee on Apprentice Training have set up.

The first organization to do that was the Master Plumbers' Association of the United States. Before they took the action they had been in conference with the officers of the United Association of Plumbers and Steamfitters; and today all the apprentices in the plumbing and steamfitting industry, with the hearty cooperation of employers and the unions, are obtaining this most effective apprentice training.

I am not certain as to the title of the master painters and decorators, but the national organization of that industry has approved these Federal Committee on Apprentice Training regulations. The international union in that industry has approved them also.

There is under consideration now many of these agreements between the national associations of employers and national trade unions of those industries to work jointly so that there may be resumed in this country a practical, definite system for apprentice training based upon the indenture of the apprentice, based upon so many hours a year in the schoolroom in the study of theory and practice, so that we may bring about coordination between the experience of the apprentice in the industry and his work in the school. When that is effected we will have young boys in which industries have a special interest because of the special effort made to convert them into all-around mechanics.

I think the most unfortunate thing is that apprentice training is not so spectacular an issue in the interest of the country; that is, it does not attract the interest. I think it is because of this failure to have something spectacular which will have the front page of the daily press that the appropriations have been so insignificant, so meager, and that if it were not for the interest which management and labor and the staff of the Federal Committee on Apprentice Training has shown nothing would be done. That lack of interest would have prevented anything being done.

Here we are now with what is apparently the most thoroughgoing apprenticeship program that has ever been adopted by any country, and it has been adopted after years' of absolute neglect so far as the Government is concerned. This is the result of the work done and being done by the Federal Committee on Apprentice Training, and we are leading all other countries of the world, at an expense of almost nothing.

I was absent from the city when the question of appropriation for this work came up. Very unfortunately, I could not be here. It was my intention to go before the Committee on Appropriations in connection with this item and point out vividly the good work this committee had accomplished and was accomplishing and to ask for at least \$250,000 in connection with its activities; \$250,000 for the benefit of young men and women who are willing to sacrifice 3 or 4 years at

very low wages in order that they may become competent mechanics and craftsmen and craftswomen; \$250,000 laid alongside of other appropriations which have been made for the welfare not only of young people but of others.

In my opinion, at least \$500,000 a year, which would be a small sum for a country like this, should be given to the Department of Labor for the functioning of the work of the splendid Committee on Apprentice Training. We need it. Industry needs it.

On one hand we are being told that competent, all-round mechanics are no longer required, and yet almost daily we find a statement by some association of employers that it is handicapped in its production because there are not enough competently trained mechanics.

I know there are limitations upon what a committee on appropriations may report, but it seems to me that if the committee should report less than \$250,000 a year it would be making an unfortunate mistake; \$250,000 a year for the adequate training of apprentices in 48 States, to look after the adequate training of boys and girls numbering several hundreds of thousands, the adequate training of mechanics that are going to be required during the next 10 or 15 years when they learn their trades and the older men are no longer able to carry on; \$250,000 to help close the gap that existed between 1929 and 1933 in apprentice training is very much needed.

So, Mr. Chairman, I have two things on my mind. One is the approval of H. R. 6205, now before you, and another is a recommendation from this committee which will enable the Federal Committee on Apprentice Training, in conjunction with all the representatives of that committee, to function with a maximum degree of success.

The committee does much work here in Washington, but there must be competent men representing the committee in the field. If it were not for the services of such men, there never could have been the national approaches and agreements between national organization of employers and national agencies to which I have referred. Somebody must have time to contact them, attend their meetings, to explain the working of this plan, to answer questions.

When we think of \$53,000 a year, which was all that was asked for, and which was struck out of the bill, it almost seems as though thoughtlessly a step was being taken to destroy this most effective system for apprentice training which has been built up under the Federal committee.

I should like to leave with the committee a statement of the functions of the Federal Committee on Apprentice Training. Do you care to have it?

Mr. FITZGERALD. Yes; we shall be glad to have it.

Mr. FREY. It reads as follows:

SPECIAL RELEASE NO. 2

The Federal Committee on Apprentice Training, at a meeting on Tuesday, June 30, issued a statement clarifying its general objective, defining its functions, and specifying in outline form the standards recommended for the training of youths for the skilled trades. The statement is as follows:

I. Objective.—To focus attention on indentured apprenticeship to the end that youths now employed in the skilled trades and those entering such trades shall receive training under conditions providing educational opportunities and that an adequate corps of competent craftsmen shall be developed.

TO SAFEGUARD

II. Agency.—The National Order No. 7086, was charged, the training of youth in the National Youth Administration Training as the agency to give activities and provides the personnel and provides the personnel.

The membership of the Federal Assistant Director, Division of Labor, chairman; Mr. Frank Division of Vocational Education, manager of industrial P. Frey, president of the m. Labor; Dr. Mary H. S. Hay Youth Administration; execu

III. Functions.—The functions

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II. Agency.—The National Youth Administration, established by Executive Order No. 7086, was charged, among other things, with the duty of encouraging the training of youth in the skilled trades through apprenticeship. The National Youth Administration designated the Federal Committee on Apprentice Training as the agency to guide and assist in the direction of its apprentice activities and provides the personnel.

The membership of the Federal committee is as follows: Mrs. Clara M. Beyer, Assistant Director, Division of Labor Standards, United States Department of Labor, chairman; Mr. Frank Cushman, chief of industrial education service, Division of Vocational Education, United States Office of Education; Mr. C. R. Dooley, manager of industrial relations, Socony Vacuum Oil Co., Inc.; Mr. John P. Frey, president of the metal trades department, American Federation of Labor; Dr. Mary H. S. Hayes, director of guidance and placement, National Youth Administration; executive secretary, Mr. William F. Patterson.

III. Functions.—The functions of the Federal committee are:

(a) To foster and promote a better understanding of the philosophy of indentured apprenticeship and to develop and recommend adequate minimum standards to be used in indenturing apprentices.

(b) To act in a technical, consulting, and advisory capacity to all agencies concerned with indenturing of apprentices.

(c) To cooperate with State committees composed of an equal representation of employers and employees, representatives of State boards for vocational education, and other agencies directly interested in indentured apprenticeship.

(d) To act as a central agency for the collection and distribution of information, descriptive reports on progress, methods, and procedures useful in promoting and conducting indentured apprenticeship.

The content and administration of the related school training is the function of educational authorities.

IV. Organizations.—In order to promote indentured apprenticeship effectively and economically the Federal committee stimulates the organization and functioning of—

(a) Apprentice committees of national, State, and local employers' organizations.

(b) Apprentice committees of national, State, and local employees' organizations.

(c) State committees on apprentice training.

(d) Apprentice committees by cities or areas.

(e) Local or State trade apprentice committees.

V. Apprenticeship standards.—A learner shall be considered an apprentice when the terms of the following definition have been met:

"The term 'apprentice' shall mean a person at least 16 years of age who has entered into a written agreement (indenture) with an employer, an association of employers, an organization of employees, or other responsible agency, which agreement provides for more than 2,000 hours of reasonably continuous employment for such person and for his participation in an approved program of training in skills and related technical and general subjects."

Youths provided for by civil service who receive training equivalent to that required by the definition qualify as apprentices.

(a) The indenture should be simple and understandable. It should contain:

(1) Name of craft being learned, length of probationary period, and length of apprenticeship.

(2) Statement of the percentage of the journeyman's wage to be received by the apprentice, periodical wage increases, and any other compensation to be received.

(3) Statement of processes to be learned by doing.

(4) Statement of time to be devoted to related instruction in classroom and whether such time is to be considered as working time.

(5) Provision that related instruction be given through the public schools or other schools approved by public educational authorities.

(b) State or local apprentice committee or other impartial agency recommended as third party to indenture.

(c) Apprentice wage standards to be recommended by local trade apprentice committee.

Mr. FREY. May I quote from a statement that was sent out by the Federal Committee on Apprentice Training in connection with a bulletin sent out by the Federal committee? It was for the purpose

of giving viewpoints and laying down ways and means. This [indicating] is what I contributed and had inserted in the statement:

Originally apprentice training in the United States was under the indenture system. Apprentices contracted themselves to work during the period of apprenticeship with the employer. The employer contracted to give the apprentice full opportunity of mastering the trade and of becoming a competent journeyman. In time indenture apprenticeship became the exception and adequate apprentice training an impossibility for a large number.

The first practical step to restore adequate apprenticeship was the formation of the Federal Committee on Apprentice Training in its State committees and the industrial advisory committees in each State. Under the present program the educator, the employer, and the workmen become jointly responsible for the reestablishment of a bona-fide apprentice training.

This is not something which the employers themselves are fostering; it is not something which the trade unions themselves are fostering; it is not something which the educator himself is fostering. It is a joint effort and is a program in which all three groups are giving hearty support and their best effort.

The members of the Federal Committee on Apprentice Training do not receive any compensation; the members of the State committees set up to carry out the program of the national committee do not receive any compensation. No one receives any compensation except the members of the very small staff here in Washington and those of the committee in the field.

Unless that staff can be increased, unless there is more money to carry on this work which members of the committee help to do without compensation, then nothing like adequate interest in the apprentices of our country is going to be shown by the Congress.

I thank you, gentlemen, for giving me so much time to describe the work of the committee and to impress upon you the very vital interest of the American Federation of Labor in it, as indicated by its participation in the work of the committee, the reports its representatives have made on the trade-union movement, and the action of the last convention of the American Federation of Labor on the whole question.

Mr. SCHNEIDER. Reference has been made to lines 7 and 8 of page 1 of H. R. 6205. In line 7 it is stated that the purpose is—

To bring together employers and organized labor for the formulation of programs of apprenticeship.

On page 2, line 11, it is provided that—

Such committees shall include representatives of employer associations, labor organizations, and officers of other executive departments.

It was suggested here yesterday that the purpose should be to "bring together employers and employees for the formulation of programs of apprenticeship." That is to say, it was suggested that the words "organized labor" should be stricken and the word "employees" substituted in lieu thereof. That was brought up by some member of the committee, and I should like to know your reaction to it.

Mr. FREY. That objection comes because a certain number of employers are not organized and a certain number of employees are not organized. Unorganized employers can only have their own individual opinions. They have no contact with those discussing the question; they are without the benefit of the experience of the con-

ventions of their industrial committees of those associations something is done. They

The same is true of unorganized citizens, but in consequence it cannot be done by an individual. For example, if I came before you, you would listen to realize that I represented authority for anybody else.

Mr. SMITH. This would be organized. It would seem

Are there not more un-

Mr. FREY. Yes; I think

Mr. SMITH. Therefore,

present working of H. R.

that I am in favor of o-

have a fair chance; but I

direction.

Mr. FREY. There are in-

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and it is in that group

training.

Mr. SMITH. What is it

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Mr. FREY. So far as I a-

in having it read "emplo-

the State authorities and

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Mr. SMITH. But this at

in line 12 it says that this

employer associations, labor

and departments.

Mr. FREY. Yes. I can

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resents an organization he

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Mr. SMITH. There is so-

means today. There are

as the other.

Mr. FREY. Yes; I do

between any labor organizat-

Mr. SMITH. Even though

one of those organizations

Mr. FREY. Even though

Mr. SMITH. I cannot

employees." That w-

ventions of their industries, and they cannot appear before the committees of those associations. They are unable to understand why something is done. They are simply individuals.

The same is true of unorganized employees. They are all American citizens, but in considering this question of apprentice training, it cannot be done by multiplying a large number of individuals. For example, if I came before this committee just as a single workman, you would listen to my personal views, but you would also realize that I represented nobody but myself. I could not speak with authority for anybody else.

Mr. SMITH. This would seem to cause the workers to become organized. It would seem to be an effort with that end in view.

Are there not more unorganized than organized employees?

Mr. FREY. Yes; I think there are.

Mr. SMITH. Therefore, we would leave out that group under the present wording of H. R. 6205. However, I want to make it plain that I am in favor of organized labor. I want to see everybody have a fair chance; but I would not want to see this forced in either direction.

Mr. FREY. There are more unorganized than organized workmen, but with the great majority of skilled workers, they are organized, and it is in that group that we find the necessity for apprentice training.

Mr. SMITH. What is the objection in lines 7 and 8 of page 1 of the bill substituting "employers and employees" for "employers and organized labor?" That would not bar any, but it might include many who would otherwise be barred.

Mr. FREY. So far as I am concerned, I cannot see any great danger in having it read "employers and employees", because I think that the State authorities and the Federal committee would never have any difficulty in distinguishing between a man who wanted to discuss a question and represented himself only and the individual who represented an organized group.

Mr. SMITH. But this attempts to set up a division. For instance, in line 12 it says that this committee shall include representatives of employer associations, labor organizations, and officers of other executive departments.

Mr. FREY. Yes. I can conceive of no way by which the Secretary of Labor would appoint a representative either of management or for labor who might represent himself only. Unless a man represents an organization he has no representative capacity, except his individual self, and he is not competent to speak for anybody else.

Mr. SMITH. There is some question as to what a labor organization means today. There are several at least. This includes one as well as the other.

Mr. FREY. Yes; I do not think the bill should differentiate between any labor organization any more than—

Mr. SMITH. Even though the Department of Labor did not approve one of those organizations?

Mr. FREY. Even though the Department of Labor did not approve.

Mr. SMITH. I cannot see any impropriety in saying "employers and employees." That would include all.

Mr. SCHNEIDER. How would it do to substitute "representatives of employers and of labor?" That would make it cover representatives of employers and labor.

Mr. FREY. That would be much more satisfactory because it would avoid the question that has been brought before you.

Mr. SCHNEIDER. Under such language it would be very probable that whoever did the appointing, whether the Secretary of Labor or somebody else, would appoint somebody representing not only the employers but members of some organization of employers as well as one representing some union, because of their interest in and knowledge of the whole subject.

Mr. FREY. I feel quite certain that would be the case, unless the Secretary of Labor wanted to kill the Federal Committee on Apprenticeship Training. That would kill the confidence which both management and labor have in it. If the Secretary of Labor should appoint somebody from the management side who represented nobody but himself or somebody from labor who represented nobody but himself, that would destroy confidence.

Mr. SCHNEIDER. The words "employer and organized labor" were put in with the idea of somebody being appointed to represent a group and to get somebody directly interested and widely informed in connection with the whole subject.

Mr. FREY. I think if the language were that, "such committee shall include representatives of employers and of labor"; that would be all right. I have no objection to that.

Dr. WRIGHT. I would repeat the word "representatives." I would have it representatives of employers and representatives of labor.

Mr. SCHNEIDER. You want whoever is appointed to be a representative of the employers and whoever is appointed on the other side to be a representative of labor?

Dr. WRIGHT. Yes; I am in thorough accord with that.

Mr. SCHNEIDER. In line 24, it provides that the Secretary of Labor shall be authorized to appoint such employees as he may from time to time find necessary for the administration of this act, with regard to existing laws applicable to the appointment and compensation of employees of the United States. Would you regard that as mandatory to apply the civil-service law?

Mr. FREY. I think it would. As to that I think an amendment is necessary.

Mr. SCHNEIDER. We have many laws now which exempt the Government employees from the civil-service laws.

Mr. FREY. Yes. In the field of apprentice training the representatives of the Federal committee have to contact employers and workers and the essential is practical knowledge of industry more than anything else. It is not the academic knowledge that can be secured by going to a university that is needed. The men who do that work, unless they have the practical knowledge, cannot talk the English of the employer or the employee when it comes to discussing apprentices. I am afraid that language would bar that type of man. I am not certain as to the school experience of the field representatives we have with this committee. I have met and talked to them, but I doubt whether any of them are college graduates. They are graduates from the school of industry and thoroughly understand all that is involved in apprentice training. They understand that much

better than anybody else can and follow it up with but without that first experience that would give them

Mr. FITZGERALD. If there very kindly for your fine ta

STATEMENT

Mr. FITZGERALD. The ne United Association of Jour the United States.

Mr. GARRETT. I am general Journeymen Plumbers and Canada, which organization of Labor, Building Tr ments, Dominion Trades and The United Association of ers wish to be recorded in fi bring about the furtheranc guard the welfare of appr was accepted by both the N and the United Association Fitters, we have succeeded i journeymen in the various ang an apprenticeship syste hazard apprenticeship syste have no opportunity to rec very few years would leave old jobs and who would be more than 40 years we have apprenticeship training giving full-fledged and trained me help considerably in stabili industry. It will also have- lose method of apprentices of the building and construe solidly behind such an app employer and employees to re in having the young boys tr they are engaged.

In regard to H. R. 6205, I representative committee of th called on a number of empl organization of that particu established apprentice system. employers on that occasion n in this industry is a young r bust, and particularly from t he can educate him to beco industry." That industry ha certain work that they have we were able to convince th they should accept our propo

better than anybody else could. If they could have all that experience and follow it up with a college education, it would help them; but without that first experience there is nothing they could get outside that would give them the necessary qualifications for this work.

Mr. FITZGERALD. If there are no further questions, we thank you very kindly for your fine talk.

STATEMENT OF MICHAEL F. GARRETT

Mr. FITZGERALD. The next witness is Mr. Michael F. Garrett, United Association of Journeymen Plumbers and Steam Fitters of the United States.

Mr. GARRETT. I am general organizer of the United Association of Journeymen Plumbers and Steam Fitters of the United States and Canada, which organization is affiliated with the American Federation of Labor, Building Trades Metal Trade and Railroad Departments, Dominion Trades and Labor Congress.

The United Association of Journeymen Plumbers and Steam Fitters wish to be recorded in favor of H. R. 6205, which we believe will bring about the furtherance of labor standards necessary to safeguard the welfare of apprentices. Since the apprenticeship plan was accepted by both the National Association of Master Plumbers and the United Association of Journeymen Plumbers and Steam Fitters, we have succeeded through conferences with employers and journeymen in the various cities of the United States in establishing an apprenticeship system which will remedy the present hazardous apprenticeship system by the employment of helpers who have no opportunity to receive the proper training and who in a very few years would leave their work and secure employment at odd jobs and who would become a detriment to the industry. For more than 40 years we have struggled to bring about a proper apprenticeship training giving to the boys an opportunity to become a full-fledged and trained mechanic. We believe that H. R. 6205 will help considerably in stabilizing the apprenticeship system in our industry. It will also have a tendency to improve the now present loose method of apprenticeship policies that do exist in the trades of the building and construction industry. Having the Government solidly behind such an apprenticeship training will bring both employer and employees to realize that our Government is interested in having the young boys trained properly in the industry in which they are engaged.

In regard to H. R. 6205, I may recall an instance in which a representative committee of the industry in which we are engaged called on a number of employers 22 years ago, having in mind the organization of that particular industry and the creating of an established apprentice system. We were surprised somewhat by the employers on that occasion making the statement that, "All we need in this industry is a young man at the age of 21 who is strong, robust, and particularly from the State of Maine, and after 6 months he can educate him to become a very competent mechanic in our industry." That industry has since become a very important part of certain work that they have to do in the United States and today we were able to convince the representatives of the industry that they should accept our proposed plan of apprentice system, which is

The contractors all accepted that proposal. I want to say that we are operating a national agreement covering the entire United States, and that agreement has been in existence since 1918, since which time we have not had any strikes. We have had men properly trained for their work; their wages are about as good as could be gotten, running as high as \$11 a day. The men have been trained through apprenticeships before they were placed at this important mechanical work, and, they being good workmen, we have no difficulty in getting for them proper wages when they start as journeymen.

The old system of helpers that was in existence in some parts of our industry, and is in existence in some parts of it today, does not accomplish what the apprentice system does. It is usually a matter of dollars and cents when the employers engage these so-called helpers. They want these helpers to do the work of laborers at a wage much below the wage paid to laborers. It is purely a selfish move. Those who do that have not had and do not have any interest in the future of the industry in which they are engaged. They have and have had only an interest in what might be gained at the moment. Consequently we have somewhat fell back in getting the proper boys to enter our industry and make them the skilled workers required by the industry for the future.

The unions can take care of themselves. We do not have to have any rules or laws made. We have handled our own affairs successfully for 50 years and we have worked out our own policies; but in this instance we believe that the United States Government being behind this apprentice training system will be a very great aid. There will be this getting together of groups of employers and employees and educators and they will work out something that will be very helpful to industry particularly and the country in general.

Mr. SMITH. These vocations take a certain length of time to acquire efficiency, of course. What do you recommend in regard to the period of training?

TO SAFEGUARD

Mr. GARRETT. No. In the necessarily acquire all angles we have in our apprenticeship of schools in which to teach the boys in connection with the industry. We have to do that, attach to getting the established unions, where there is put a man in a 20-story building, then being constructed during the last 4 or 5 years, building and he works all the roof. There are many different things that must necessarily become familiar to the boys.

Mr. FITZGERALD. The 5-y
that the trades will not be

Mr. GARRETT. Yes. The industry, refrigeration, pneumatic heating, air-conditioning, and these instructions he is still on the job and he studies: subject him to a probation have established a wage that regular mechanic for a boy to go into the field and work can do, and, if, at the end make him a full-fledged mechanic work in the locality in really training a boy. One

Mr. SMITH. Is not that a punishment in many cases to the young man who may have become efficient and able to do that work as a journeyman at the end of, say, 3 years? Does it not so happen?

Mr. GARRETT. No. In the work required of the boy today he must necessarily acquire all angles of the industry. By way of example, we have in our apprenticeship a certain procedure. We have a number of schools in which we pay instructors. In those schools we teach the boys in connection with all parts of the work of our industry. We have to do that in order to meet the requirements that attach to getting the established rate of wages in the locality of the local unions, where there are agreements with the contractors. We put a man in a 20-story building, although there are not many of them being constructed today and they have not been constructed during the last 4 or 5 years. We put a boy in the cellar of such a building and he works all through that building straight up to the roof. There are many different angles of the industry that the boy must necessarily become familiar with.

Take, for instance, the man who goes in as a steam fitter. He installs the steam-fitting equipment in the cellar. He connects the boilers, the pumps, and does all the relevant work. That same man today must thoroughly understand an air-conditioning system. An air-conditioning system is being established in this very building today. Men must be trained in that particular class of work in order to carry on satisfactorily. In order to answer that question we take a boy and put him on a job with an experienced mechanic. He works a year in a shop on low-pressure work, like house heating of the small type. He does these small-type jobs. He remains there 1 year and then goes before a group composed of five journeymen and 5 employers who are practical men in the industry, and if he stands the test as to his physical and mental ability to carry on the work and complies with all the provisions of his apprenticeship by going to lectures and school, by being temperate and maintaining to the best of ability his physical strength—if he passes that examination, then he is in line to continue his work. After the first year he is taken out of the shop and put in another branch of our work where all classes of work are performed. His wage is increased 5 cents an hour. He starts at 40 cents an hour the first year and he gets an increase of 5 cents an hour after that. His increase is graduated up to the fifth year, when he gets 65 cents an hour.

Mr. FITZGERALD. The 5-year period holds a balance in industry so that the trades will not become overcrowded, as I understand.

Mr. GARRETT. Yes. When he goes to studying all angles of our industry, refrigeration, pneumatic-tube work, low- and high-pressure heating, air-conditioning, and so forth, by the time he receives all these instructions he is still a novice at the game. He works all day on the job and he studies after that, and at the end of 5 years we subject him to a probationary period of 1 year in the trade. We have established a wage that may be, say, \$2 a day less than the regular mechanic for a beginner. That gives a boy an opportunity to go into the field and work up his courage, to demonstrate what he can do, and, if, at the end of the sixth year, he has made good, we make him a full-fledged mechanic and pay him the regular wage for his work in the locality in which he may be. That is what we call really training a boy. One of our boys goes through a full building

and learns everything there is to do in our industry. When he gets through he knows all parts of the work. After he gets through he can tell you why he is doing the work and how to do it. One who follows such a course becomes a full-fledged mechanic.

As I have said, we do not have any difficulty in getting proper wage increases when we have mechanics who are able properly to deliver the goods, but to deliver the goods a man must know all phases of our industry. We cannot specialize in our work. A man must be thorough and broad in it, and to become so he must do a great deal of studying in connection with his shop and field training.

Mr. FITZGERALD. Does an apprentice in your industry get that same training in all parts of the country? Let us consider a town of, say, 15,000 or 20,000 population. Your trade does not give that opportunity in a town of that size, does it?

Mr. GARRETT. We have that system in vogue in the larger cities.

Mr. FITZGERALD. Does an apprentice in your trade serve 6 years in the small towns?

Mr. GARRETT. No; he serves 5 years. That is general all over the country.

Mr. FITZGERALD. That is before he can join your organization, as I understand.

Mr. GARRETT. He is under our apprenticeship rules. He is under an indenture signed by the contractor and himself or his parents and that is recognized by our apprentice system.

Mr. FITZGERALD. Do you have automatic wage increases every so often?

Mr. GARRETT. Yes. We think that 40 cents an hour is pretty fair pay to receive for an apprentice. In my days, my early days, we received \$3.50 a week and we had to work 10 hours a day.

Mr. FITZGERALD. But the price of living has changed since that.

Mr. GARRETT. That is true, but I would just as willingly go back to where we were. We would have more fun, in my opinion.

Mr. FITZGERALD. So would I. I believe you.

Mr. GARRETT. I do not have anything further to say.

Mr. FITZGERALD. We thank you very much for your interesting statement, Mr. Garrett.

STATEMENT OF MRS. JULIA O'CONNOR PARKER, NATIONAL YOUTH ADMINISTRATION

Mr. FITZGERALD. The next witness is Mrs. Julia O'Connor Parker, of the National Youth Administration.

Mrs. PARKER. I have been employed by the National Youth Administration in the State of Massachusetts and I have concentrated my activities on apprentice-training work, such as the opening up where possible of apprentice opportunities for young men by following the program laid down by the Federal Committee on Apprentice Training. I have used persuasion in dealing with employers and representatives of groups of employees to set up joint apprenticeship committees and to have those committees adopt the standards of the Federal Committee on Apprentice Training. Again, I have tried to influence the State committee on apprentice training in Massachusetts to overhaul and revise the apprentice-training plans there. Due to the dislocations of the depression those plans have

broken down, and in general question of apprentice training.

I believe that the Federal Government, by its action in doing modestly and most effectively awakening the public conscience, to the very best of its power, have not sought to foster a We have followed strictly a apprenticeship, with emphasis time allowance for learning that training on the job with subjects.

We have followed the policy of apprentice committees so that of their trade would not be particular employers did not that training.

The joint committee assumes from shop to shop or from committee is made up entirely of employer groups, and the in safeguarding.

Naturally, as employers we have operated from the very best of our power, to have followed entirely the committee. We have set up some a variety of skilled trades.

tighten up the lines of their and put them under a régime

In many cases, where trades have been taken on among other things, for min

The city of Boston has a who acts as an educational, providing the necessary instruction they are free, or in the event free from their duties, are glad and the laboratory.

I approve this bill. Mr. you of the general value of

I recognize that apprentice the importance of these standards is highly feasible that the per by its inclusion in the Depart

I will be glad to answer an enee with this problem. Tha

Mr. FITZGERALD. You say State of Massachusetts?

Mrs. PARKER. Yes. We have and other equipment for just myself and this apprentice the school system of the city this matter. We have not be

broken down, and in general I have tried to reorganize the entire question of apprentice training in the skilled trades.

I believe that the Federal Committee on Apprentice Training has done modestly and most economically a remarkably fine job in awakening the public conscience, especially the employer and the employee groups, to the very pressing needs of this question. We have not sought to foster a horde of apprentices upon the trades. We have followed strictly and precisely the true definition of apprenticeship, with emphasis on the training, adequate and proper time allowance for learning the trades, and a careful integration of that training on the job with an allied-school training in technical subjects.

We have followed the policy of indenturing the boys through joint apprentice committees so that the question of their progress in skill of their trade would not be inhibited at all by the fact that their particular employers did not have all the facilities for furnishing that training.

The joint committee assumes the responsibility of moving the boys from shop to shop or from employer to employer. The joint committee is made up entirely of practical men from the unions and the employer groups, and the interests of those apprentices are entirely safeguarded.

Naturally, as employees of the National Youth Administration, we have operated from the viewpoint of the welfare of the apprentices and opportunities for young men to become apprentices. We have followed entirely the standards of the joint apprentice committee. We have set up some 20 or 25 joint apprentice committees in a variety of skilled trades. We have assisted these committees to tighten up the lines of their rather loose, disorganized, helpless system and put them under a régime of true apprenticeship.

In many cases, where trade conditions warranted it, new apprentices have been taken on under indenture agreements, providing, among other things, for minimum wages.

The city of Boston has appointed a coordinator of apprentices who acts as an educational adviser to the joint committee in providing the necessary instruction to boys on Saturday mornings, if they are free, or in the evenings, during the week, when they are free from their duties, are given this technical training in the school and the laboratory.

I approve this bill. Mr. Frey really made my speech. He told you of the general value of this proposed type of legislation.

I recognize that apprenticeship is a long-range program and the importance of these standards of labor being improved; and it is highly feasible that the permanency of this plan should be assured by its inclusion in the Department of Labor.

I will be glad to answer any questions as to our particular experience with this problem. That, in general, is my story.

Mr. FITZGERALD. You say that this plan is working well in the State of Massachusetts?

Mrs. PARKER. Yes. We have been extremely limited as to personnel and other equipment for working with this question. There are just myself and this apprentice coordinator, who was appointed by the school system of the city of Boston, working in connection with this matter. We have not been able to work much throughout the

State. On the other hand, it has no funds and it must depend upon the activities and the coordinator.

Mr. FITZGERALD. Is not the great drawback the lack of adequate funds?

Mrs. PARKER. Yes.

Mr. FITZGERALD. While this work is being carried on with success

Mrs. PARKER. Yes; A great deal of educational work has to be done. if you had adequate funds?

Mrs. PARKER. Yes. A great deal of educational work has to be done. A great deal of stimulating work has to be done and that is naturally slowed down considerably with a limited personnel and funds.

Mr. FITZGERALD. Referring to this desire of industry especially to trained mechanics, do you not think that industry itself now realizes that there is a serious lack of properly trained mechanics, that the training of apprentices properly has disappeared?

Mrs. PARKER. Yes. I think that is a healthy sign. I have talked with many employers and all expressed themselves as in favor of general apprentice training such as we mean when we discuss apprenticeship in this proposed legislation. The individual employer feels helpless in connection with this problem on account of the expense entailed. Again, the apprentice is nonproductive for quite a time after he begins his work. Many individual employers who are afraid to expend money in the preparation of a young man through an apprenticeship, because they fear they will lose him after they train him.

Mr. FITZGERALD. Why do they fear losing him?

Mrs. PARKER. Because the other fellow who may not have done any training of the young men, will take the apprentice by paying them more money after somebody else has trained them. Some type of Government intervention of this kind is obviously necessary. The employers themselves admit it. They admit that some governmental agency must foster and stimulate apprentice training with the minimum interference with the administration, the actual setting of terms, leaving them to the trades. The Government should guarantee certain standards.

As has been said, so far as organized trades are concerned, they can pretty well take care of themselves. They will see to it that their apprentices are protected. They will see that the journeymen are protected by not allowing too many apprentices. The unorganized groups need this protection also and these standards of apprenticeship will do a very great good in improving industrial standards. I think, by providing a recognized standard of true apprenticeship with its definition understood.

We have not had true apprentice training in the United States. We have depended upon the immigration of mechanics and upon sloppy methods of training and specializing. I think that labor and industry alike recognize there must be about-face in training for the skilled, and by a recognized stable regime to produce true craftsmanship.

Mr. FITZGERALD. I quite agree with all you have said. In my own State, about 6 months ago and before I came here, a State lifted from the State of Connecticut a whole group of skilled mechanics, because those in the outside States paid the mechanics more money. The mechanics left my State. No doubt there are many industries who

would rather pay higher wages for training program in their plants.

I believe the bill will be for this special training when the mechanics rather than enter the machine and in 2 weeks I could do a day while I was getting a job because they would have

I think the pending bill is about 100 percent.

We thank you very much, Parker.

STATEMENT

Mr. FITZGERALD. The next thing, executive secretary of the National Association of Manufacturers.

Mr. FITZGERALD. The organization has been organized for 10 years and has been organized for 10 years.

As Mr. Frey said, we were in the apprenticeship agreement in the National Association of Manufacturers.

Whatever comments I have made reference to the plan of considerable practical experience.

I think our industry can do it, but our approval is not far enough.

If I may be permitted with what I think this bill can do, there are six elements, as we call them, apprenticeship, industrial relation, government, third, shop training; fourth, training. With the apprenticeship, it comes out of his mind.

Most of the six points I believe you have left out a point, which is of the utmost importance.

I refer to the language of the formulation of the text matter. Doctor Wright

member of the Interior, spoke for me, but I really believe that between vocational training

and education exists generally in the country. It is a sad condition of the average teacher

and people as he can understand ultimately happens to be. He is probably like the average with many persons

would rather pay higher wages than establish a proper apprentice training program in their plants.

I believe the bill will be a magnet to draw boys and girls back to this special training when they realize that they will come out real mechanics rather than enter the apprenticeships to be exploited. When I was a young boy and started to learn a trade I was put on a machine and in 2 weeks I could produce as much as one getting \$7.50 a day while I was getting only 75 cents a day. I had to quit that job because they would have exploited me for 4 years.

I think the pending bill is eminently fair and it will have my support 100 percent.

We thank you very much for your interesting contribution, Mrs. Parker.

STATEMENT OF ERNEST FLENTJE

Mr. FITZGERALD. The next witness this morning is Mr. Ernest Flentje, executive secretary of the National Association of Master Plumbers, Orange, N. J.

Mr. FLENTJE. The organization I represent has been in existence 55 years and has been engaged in an apprentice-training system for that period.

As Mr. Frey said, we were the first organization to have a national apprenticeship agreement under the guidance of the Federal Committee on Apprentice Training.

Whatever comments I have to make are made first of all, with specific reference to the plumbing industry and, secondly, based on a considerable practical experience in apprentice matters.

I think our industry can heartily approve the pending bill, H. R. 6205, but our approval is conditioned upon the thought that it does not go far enough.

If I may be permitted within the 10 minutes allotted me to tell you where I think this bill can be improved, I will give you my ideas. There are six elements, as we see apprenticeship. First is the matter of selecting apprentices, quantitatively and qualitatively; secondly, contractual relation governing wages and the terms of employment; third, shop training; fourth, school training; fifth, examination after training; sixth, employment. Unless employment is secured for the man after he comes out of his apprenticeship his time has been wasted.

Most of the six points I have mentioned have been covered, but I believe you have left out a factor which can very easily be remedied and which is of the utmost importance.

I refer to the language of the bill which makes no mention whatever of the formulation of training curricula, which is a very important matter. Doctor Wright, of the Office of Education of the Department of the Interior, spoke at length on the training of apprentices, but I really believe that there is in the doctor's mind a confusion between vocational training and the training of apprentices. That confusion exists generally in the minds of school men throughout the whole country. It is a sad and melancholy condition. The psychology of the average teacher of vocational guidance is first to get as many people as he can under his guidance. He is not concerned with what ultimately happens to them. I do not know what motivates him. He is probably like most of us; that is, he likes to be a big executive with many persons listening to his sage words. That is

disastrous in our industry. I want to tell you of an experience they had in Erie. There a zealot of that type persuaded 200 persons to study plumbing for 2 years. He had those folks gather afternoons and evenings and taught them plumbing. The 200 boys learned to cut pipe and screw pipe together and learned a few other simple elements of plumbing. After those 200 boys had gone through the 2 years' training and they thought they were plumbers, there was nothing for them to do, and they were thrown upon the streets. Our organization has both union and nonunion members. Our associate members in Erie were asked to take care of these 200 boys who had been deluded, but there simply was not any work for them to do. We had as many men as we could employ.

The parents of those 200 boys became so angry that, as a matter of fact, one parent started suit against the board of education to find out why his son had been encouraged to waste 2 years and then could not get a job as a result of his efforts. Unless you add some language in line 9 after the word "apprenticeship", "to formulate training curricula", you will have a wonderful structure of apprenticeship except that the training the youth receives in the school will not be properly coordinated with the work under this bill, because it will be in entirely different hands. The good, sound work done under this proposal will be frustrated by the educational element in the respective cities and States. There is a certain, definite scholastic or academic training that should be the part of the work of every apprentice; but beyond that it is useless, it is misleading, and it takes time in the school which might be devoted to practical experience in the shop.

After all, our industry will be asked to absorb these apprentices. We believe we should be a part of those determining not only the number to be covered in this bill, but in considering the type of indenture which shall bind the employers and the employees, the type of shop training that shall be accorded. We believe we should be a vital factor in determining what these apprentices are to be paid. It is fine to study civics, rhythmic dancing, and so forth. That is all right, maybe; but we want plumbers. The people pay for plumbers, and they do not want to pay some man with Ph. D. for coming into the kitchen and doing a plumbing job. Mechanics can only be trained properly when the entire program is coordinated under one head.

Mr. FITZGERALD. Is not that purpose in this bill? The labor standards where the boys are working at the trades would be protected and they would be given vocational education in the line they are preparing to follow.

Mr. FLENTJE. Yes.

Mr. FITZGERALD. I agree with you. It is a mistake to take 500 or 600 boys at the age of 14 and keep them at something for 4 years and then when they get out they find they have not anything but a lot of theory. Your organization and the journeyman's organization makes those boys start an apprenticeship all over again when they get out, I believe.

Mr. FLENTJE. Yes.

Mr. FITZGERALD. I think this proposed bill would protect the labor standards and set up standards while these boys are learning the trades. It would give them so many hours of vocational training

and so many hours of scholastic somebody learning plumbing ing after that. If he is a plumber.

Mr. FLENTJE. It is not as into the textile engraving but these schools takes textile engraving.

Mr. FITZGERALD. They might prepared for one business and

Mr. FLENTJE. I think there training and—

Mr. FITZGERALD. How can we and provide and control what

Mr. FLENTJE. This is a formulation of trade curricula they could bring their hats has been left with the Office of Interior. I prefer to have interested men, may go in and them what to teach.

Mr. FITZGERALD. I doubt whether

Mr. SCHNEIDER. Would you to employ graduate indentured-ence to nongraduates?

Mr. FLENTJE. That has all the bulk of the employers in union labor. Naturally, they through the course prescribed prentices. We have even in the program. Preference is always. An apprentice loses more works. It is an advantage for that the employer may absorb employment in the first year.

Mr. SCHNEIDER. Do you know providing for apprentice training

Mr. FLENTJE. Yes; I know

Mr. SCHNEIDER. Is it satisfactory

Mr. FLENTJE. Yes. That in Oregon are the best of their kind

In conclusion, if you put so your bill, I think you will do a bill.

Mr. FITZGERALD. If there are man has nothing further to tell of the committee and hear one

STATEMENT OF

Mr. FITZGERALD. The next an S. M. Donagh, legislative representative of Electrical Workers, with American Federation of Labor
Mr. McDONAGH. We are here
We should like to see y

and so many hours of scholastic training. I could not conceive of somebody learning plumbing and wanting to take up textile engraving after that. If he is a plumber he should do plumbing work.

Mr. FLENTJE. It is not as bad as you say. Plumbers do not go into the textile engraving business. No plumber going into one of these schools takes textile engraving.

Mr. FITZGERALD. They might. I know of cases where they have prepared for one business and then gone out into another business.

Mr. FLENTJE. I think there should be some control of this school training and—

Mr. FITZGERALD. How can we write that theory into a national bill and provide and control what the States shall teach?

Mr. FLENTJE. This is advisory. My thought was to include the formulation of trade curricula and give them something upon which they could hang their hats. As I see the picture, the whole matter has been left with the Office of Education in the Department of the Interior. I prefer to have it mandatory so that practical men, disinterested men, may go in and sit down with the professors and tell them what to teach.

Mr. FITZGERALD. I doubt whether we could write that into law.

Mr. SCHNEIDER. Would you be willing, through your association, to employ graduate indentured plumbers and steamfitters in preference to nongraduates?

Mr. FLENTJE. That has always been customary in our industry. The bulk of the employers in the plumbing industry employ only union labor. Naturally, they employ apprentices who have gone through the course prescribed by the unions. They are graduate apprentices. We have even in the open shop a very definite apprentice program. Preference is always given to the man with proper training. An apprentice loses money for his employer the first year he works. It is an advantage for the employer to indenture the boy so that the employer may absorb the loss he suffers on account of the employment in the first year.

Mr. SCHNEIDER. Do you know anything about the Wisconsin act providing for apprentice training?

Mr. FLENTJE. Yes; I know a great deal about it.

Mr. SCHNEIDER. Is it satisfactory?

Mr. FLENTJE. Yes. That law and a similar law in the State of Oregon are the best of their kind. They are model laws.

In conclusion, if you put something such as I have suggested in your bill, I think you will do a great deal toward making it a better bill.

Mr. FITZGERALD. If there are no further questions, and the gentleman has nothing further to tell us, let us excuse him with the thanks of the committee and hear one more witness.

STATEMENT OF JOSEPH S. McDONAGH

Mr. FITZGERALD. The next and last witness of the day is Mr. Joseph S. McDonagh, legislative representative of the International Brotherhood of Electrical Workers, which organization is affiliated with the American Federation of Labor.

Mr. McDONAGH. We are here to endorse the pending bill, H. R. 6205. We should like to see you regain the \$55,000 that was struck

out of the appropriation bill for this purpose. Anything we can do to help you get it back on the floor of the House we shall be very glad to do. We will be glad to interview Members of the Congress and Senators, if necessary.

I should like to see stressed in connection with this bill the importance of having practical men, men who have served time in their trades and who know their trades well, but who have now left them, carry on this work. Let them be brought back to educate these apprentices.

Mr. FITZGERALD. Do you not believe that is the true method to employ?

Mr. McDONAGH. That is the only way. A little while ago I talked to a boy who had graduated from a training school. That was under the department of education in the State of New York. He told me that the teacher was a fine chap, but he was not practical. He told me that many times instead of cooperating with the youngsters, the teacher would go over the papers to find how he could get marks enough to become principal of a certain high school. He was thinking more of his advancement educationally than he was thinking of the education of the apprentices in the practical end of the trade.

For that reason and other reasons I should like to see practical men who have served time in their industries be given an opportunity in this apprentice-training program.

Mr. ROSENTHAL. I should like to say in a spirit of fairness that Dr. Wright understands this program and he is thoroughly in accord with the proposed bill. He is thoroughly in accord with the Office of Education of the Department of the Interior cooperating with the Department of Labor in operating the apprentice-training system in the manner herein set forth. There is no confusion in his mind at all between the question of educational training and the training of these apprentices. I have talked to him from time to time during the last 10 years about this matter. I have talked at his conventions and he has admitted that they have not been in position to administer apprentice training in the manner in which it is required in this measure; and this national committee is the only method by which this thing can be properly administered. The Office of Education is thoroughly in accord with it and will cooperate and coordinate heartily.

I want to say also that if you have a national committee of the make-up of this committee appointed by the Secretary of Labor, or whoever appoints the members of the committee, that you would better not write their job for them. They will know what to do and they will do a satisfactory job. Unless they initiate and direct and have the intelligence to operate throughout the whole Nation and stimulate and promote in accordance with this act, do not pass the act. Do not write into law anything that committee must do. They know what to do and they will do it. They are thoroughly competent to do the job we have in mind.

Your act is a good one. There are a few changes that could be profitably made, but they are immaterial.

The information presented today is splendid, indeed. Your general committee and the Members of the House will learn much from what has been presented here today.

Let me read to you one paragraph from the Associated General Contract I have told you, no labor union members. Their fund heartedly endorsed and at annual convention in February resolutions concerning apprentice

Whereas it is proposed that a second, for the making of apprentices so that someone may constantly sound and constructive lines; to a sufficiency of skilled mechanics; reasonable and economic conditions prevail, the Associated General, assembled at San Antonio, Tex., purpose and the spirit of the recommendations to its various chapters, their power to secure adequate representative status.

That is a program that is administrative. You do not have a committee that the subject. You have a national committee, which is representing every shade of ship. I must say that they all agree among ourselves questions involved here. I we would not need any coordination.

It is because of the intelligence of the staff that has been true that such a splendid result is possible for this staff under stimulating and promoting harmonize and coordinate Office of Education, so far program to be thoroughly and right of Labor. Dr. Wright in accord with the Department was very much pleased with attitude. I have always been his method of thinking.

There are two courses for action with this matter. One by lowering the immigration an orderly procedure to make the job and do it. If you lift the immigration by mechanics, you will make a be doing constructive work; we may be able to say they are thorough; that they can citizens. Let us give this committee to give them that they cannot get anywhere. Let them as finished p

Let me read to you one paragraph of a resolution adopted by the Associated General Contractors of America. This association has, as I have told you, no labor policy. It is composed of union and non-union members. Their functioning is different, but they have wholeheartedly endorsed and approved the pending measure. At their annual convention in February of this year they adopted certain resolutions concerning apprenticeship, and this is one of them:

Whereas it is proposed that for the purpose, first, of uniformity of training; second, for the making of apprenticeship definitely someone's business; third, so that someone may constantly be stimulating and directing thinking along sound and constructive lines; fourth, that there shall be always in the making a sufficiency of skilled mechanics to meet the industrial requirements; fifth, that reasonable and economic conditions, which will work a hardship on no one, shall prevail, the Associated General Contractors of America, Inc. in convention assembled at San Antonio, Tex., February 15-18, 1937, most heartily approve the purpose and the spirit of the suggested bill of voluntary apprenticeship, and it recommends to its various chapters and members at large that they do all within their power to secure adequate legislation of this character within their respective States.

That is a program that covers the story. It is a program that is directive. You do not have to put in a lot of mandatory things when you have a committee that is indisputably competent to deal with the subject. You have a competent committee at this time; the national committee, which is a fair, outstanding, representative body, representing every shade of opinion upon this subject of apprenticeship. I must say that because we all want to be fair. We do not all agree among ourselves, but we all agree definitely on the main questions involved here. If we all agreed definitely on everything, we would not need any coordination.

It is because of the intelligent direction, it is because of the work of the staff that has been trained under this committee to do this job that such a splendid result has been attained. We ask you to make it possible for this staff under that committee to carry on this work of stimulating and promoting this desirable work. We are trying to harmonize and coordinate all the different branches. We want the Office of Education, so far as it directs a certain portion of this program, to be thoroughly and wholeheartedly in accord with the Department of Labor. Dr. Wright has told you that his agency is in absolute accord with the Department of Labor and every other body. I was very much pleased with his enlightened statement of purpose and attitude. I have always been pleased with what I have known to be his method of thinking.

There are two courses for us in the United States today in connection with this matter. One is by getting our mechanics from abroad by lowering the immigration bars. The other method is to set up an orderly procedure to make our own mechanics, who will dignify the job and do it for us. We can do that right here in America. If you lift the immigration bars and flood this country with European mechanics, you will make a lot of white-collar boys here who will not be doing constructive work. Let us prepare these mechanics so that we may be able to say they are the finest mechanics in the world; that they are thorough; that they are competent; that they are good American citizens. Let us give these kids a chance. We propose through this committee to give them that chance by giving them a training that they cannot get anywhere else in the whole world; and when we deliver them as finished products we will be proud of them. We

would otherwise borrow the brains of other nations by lifting the immigration bars.

I say, let us set up this proposed organization; let us follow through in connection with this well-trained group that has been in training in conjunction with the National Youth Administration under the Department of Labor. Let us follow through and make permanent the thing for which they are responsible. Let us create this permanent organization, but let us not circumscribe their activities, let us not hinder their genuine and efficient initiative. The members of that committee and the members of the staff of that committee are thoroughly competent to do the best job in connection with this important work. Make these few little immaterial changes, if you will; but do not change the basic thought. Give us a chance to go ahead and build up these kids to be fine citizens of which we may justifiably be proud, and let us not by lifting the bars of immigration flood the American labor market with the mechanics of other nations. Let us control the number of mechanics here so as to meet the economic needs only, and if we do not do that the people of this country will pay the bill. If you keep the immigration law as it is, and if you do not immediately make it possible to do this apprentice training that is so vital and necessary, you will pay the bill tomorrow because you did not make them today. This country will not be able to reconcile our action with good, sound business practice if we import mechanics when we can make them ourselves. Let us set up this organization and let it be directed intelligently and promoted under the wise and efficient leadership of this committee.

Mr. FITZGERALD. I want to thank all of you who have contributed to our consideration of this proposed bill this morning. The subcommittee will now adjourn, to meet next Monday morning at 10:15.

(Thereupon, at 12:15 p. m. Friday, Apr. 23, 1937, the subcommittee adjourned, to meet at 10:15 a. m. Monday, Apr. 26, 1937.)

TO SAFEGUARD THE

MONDAY,

SUBCOMMITTEE

The subcommittee met at 10 (chairman) presiding.

Mr. FITZGERALD. The committee last Friday we adjourned before we had sufficient time; I had had left. We adjourned to call Mr. Schneider, a member of the committee, who has charge of the bill to be heard.

I have a good deal of correspondence. We will now hear Mr. Patterson.

STATEMENT OF WILLIAM F. I OF THE FEDERAL COMMITTEE

Mr. PATTERSON. Mr. Chairman, that I have to make and the committee based on 17 years of active apprenticeship. About half of the work standards aspects of the Industrial Commission of Wisconsin, and more recently secretary of the Committee on

The other half of that time was aspects of apprentice training of the Milwaukee Vocational

The testimony that has come has been unanimous in pointing out adequate, unified, systematic United States. It would seem may have accentuated the problem did exist long before the history of the country.

Speakers have repeatedly pointed out the order and system into apprenticeship for the dearth of skilled

It seems there has been a forgetfulness of the apprenticeship, which we can best describe from the work standards aspect.

TO SAFEGUARD THE WELFARE OF APPRENTICES

MONDAY, APRIL 26, 1937

HOUSE OF REPRESENTATIVES,
SUBCOMMITTEE OF THE COMMITTEE ON LABOR,
Washington, D. C.

The subcommittee met at 10:30 a. m., Hon. William J. Fitzgerald (chairman) presiding.

Mr. FITZGERALD. The committee will be in order. As you know, last Friday we adjourned before completing the hearings, as we did not have sufficient time; I had a dinner engagement and Mr. Smith had left. We adjourned to continue this morning, to hear Mr. Patterson, who has charge of this work in the Department of Labor. Mr. Schneider, a member of the Committee on Labor, also wanted to be heard.

I have a good deal of correspondence that I shall put in the record. We will now hear Mr. Patterson.

STATEMENT OF WILLIAM F. PATTERSON, EXECUTIVE SECRETARY OF THE FEDERAL COMMITTEE ON APPRENTICE TRAINING

Mr. PATTERSON. Mr. Chairman and gentlemen, the brief remarks that I have to make and the observations that I have to make are based on 17 years of active promotion and administration of apprenticeship. About half of that time was spent in the handling of the works-standards aspects of apprenticeship, working with the Industrial Commission of Wisconsin as assistant supervisor of apprenticeship, and more recently, in the last 33 months, as executive secretary of the Committee on Apprentice Training.

The other half of that time was spent on the educational and school aspects of apprentice training as director of guidance and employment of the Milwaukee Vocational School.

The testimony that has come before this committee up to this time has been unanimous in pointing out that there never has been an adequate, unified, systematic program of apprenticeship in the United States. It would seem to indicate that, while the depression may have accentuated the problem or brought it more into relief, the problem did exist long before that and has existed down through the history of the country.

Speakers have repeatedly pointed to the lack of a desire to put order and system into apprenticeship experience as the underlying reason for the dearth of skilled workers trained in this country.

It seems there has been a forgotten and untouched area in apprenticeship which we can best describe as that area having to do with the works standards aspect.

During the past 3 years there has been a veritable flood of publicity and attention to the fact that this aspect of apprenticeship has been neglected. We have only to review the press of the country; to review trade and union publications, and convention programs; conventions of workers and employers and educators to discover how much this has been spotlighted and how much the gravity of the situation has been emphasized by these different trade groups.

Unfortunately, there has been much more talk than action and the conclusions that we have been able to gather from our contact with the trade groups in every State in the Union during the past 3 years—through joint meetings, in open forum meetings, where they have expressed themselves fully over a period of days; manufacturers who are right on the firing line of this subject, and laboring people who are right on the firing line—has indicated that the big problem is not to center our attention on the need for apprenticeship but rather on a very realistic approach to doing something about it.

So, in terms of concrete assistance to young people, in terms of the number of young people actually put under apprenticeship and feeling the benefits of it, it is of vital importance to the welfare of this whole country that this tremendous interest and enthusiasm be converted into action in terms of young people helped.

That, in a word, has been the attempt of the Federal committee; to convert that, take advantage of it, to put it into practice rather than have it merely so much talk.

The Federal committee has attempted to do this in a good many ways. They have been able, because of the representative character of the committee, to pool the efforts of all groups and to bear down on actually bringing these young people into a position where they will feel the benefits of approved and tried apprenticeship standards.

Throughout this hearing there has been very frequent reference to the word "standards", or "work standards" or "employment standards" of apprenticeship. Perhaps there has been a failure to explain fully what the meaning of the term "standards" is in regard to apprenticeship. Perhaps it is advisable to explain what is meant.

The Federal Committee on Apprentice Training as one of its first duties, has formulated certain basic minimum standards which will apply to all areas and to all skilled trades. They are few, indeed, but they are of the utmost importance. They have been formulated only after contact with thousands of people in the country who are closely identified with apprenticeship work.

Those three main standards of the Federal committee are these, but let me first go back and state this. One of the difficulties that was found early in this work was the fact that practically every type of experience was being tagged apprenticeship; that there was no common definition. People were prone, quite generally, to designate any kind of a beginning experience of a young worker as an apprenticeship. So we found that understudies and helpers and beginners and short-term operation learners, and all of those various categories, were being lumped together and called apprenticeship—erroneously, extremely erroneously.

This had its effect in causing the country to look rather contemptuously upon the apprentice experience as a desirable avenue for

young people and it may in part be true, just a few weeks ago, while 90 percent of the young people in white-collar professions, only 9 percent in blue-collar professions. That might partly explain it.

So the Federal committee established a definition of apprenticeship which has been accepted and endorsed in such a way that it is being tagged an apprenticeship throughout all groups in the country; and it is not that type of short-term or understudy, but rather one of long-term apprenticeship; one who is at least receiving teaching and training in his job in school.

That marked a step forward in the common agreement on that subject. The adoption of that definition by effect of building up in the mind of the public a dignity and prestige in apprenticeship.

In regard to the basic national standards, indeed that the Federal committee has three, and they might be likened to you kick one leg out, the other to on the improvement of the situation.

The first standard which was should receive at least 144 hours. That has been explained quite in these hearings.

The second important standard be placed under a written agreement. The third be placed under a written agreement.

That is a very vital standard. Our experience has shown that it has not existed except as a haphazard arrangement. It is merely a haphazard arrangement in the trade, then breaks off and goes on summing public as a skilled mechanic, to the detriment of the employer and consumer alike. So that is an

Another point that I would like to make of the utmost significance as a citizen. It is for the first time in his life is entering upon a business trade with definite responsibilities and obligations and which he must carry on for a strengthening influence in keeping given number of hours.

This written agreement specification, it specifies the graduated the whole period of the apprenticeship. The recommendation of the Federal committee is that not less than 25 percent of the

young people and it may in part account for the fact that in this country, just a few weeks ago, a report in Cleveland showed that while 90 percent of the young people in that city were aiming toward white-collar professions, only 9 percent could be absorbed in those professions. That might partially account for it.

So the Federal committee established a common definition of apprenticeship which has been accepted by all groups and which has been endorsed in such a way that now only a real apprenticeship is being tagged an apprenticeship. And there is solidarity of opinion throughout all groups in the country now as to what an apprentice is; and it is not that type of short-term learner or helper or beginner or understudy, but rather one who is on a long-time program of apprenticeship; one who is at least 16 years of age and who is getting teaching and training in his job as well as some related instruction in school.

That marked a step forward because for the first time there was a common agreement on that subject. That was a standard. The adoption of that definition by all interested groups has had the effect of building up in the minds of all the people in the country a dignity and prestige in apprenticeship.

In regard to the basic national minimum standards, which are few indeed that the Federal committee has advocated, there are only three, and they might be likened to a three-legged stool in that if you kick one leg out, the other two would have no important bearing on the improvement of the situation.

The first standard which was adopted was that every apprentice should receive at least 144 hours per year of related instruction. That has been explained quite fully—that is, the necessity of it—in these hearings.

The second important standard was that every apprentice should be placed under a written agreement; that is, every apprentice shall be placed under a written agreement or indenture of apprenticeship. That is a very vital standard.

Our experience has shown that never has real apprenticeship existed except where the agreement was used; that without it, it is merely a haphazard arrangement where the youth learns part of a trade, then breaks off and goes out and foists himself on the consuming public as a skilled mechanic, to the detriment of the journeymen, to the detriment of the employer, and to the detriment of the consumer alike. So that is an important standard.

Another point that I would like to bring out is this. It is of the utmost significance as a citizenship-building device because probably for the first time in his life the young man or the young lady is entering upon a business transaction in which he is assuming definite responsibilities and obligations which he must discharge, and which he must carry on through. Therefore, it has a very strengthening influence in keeping him on a definite program of a given number of hours.

This written agreement specifies a good many things. For example, it specifies the graduated wage scale of the apprentice over the whole period of the apprenticeship. And, in accordance with the recommendation of the Federal committee, that should begin at not less than 25 percent of the journeyman's scale, and it should

average 50 percent of the journeyman's scale over the entire period of the apprenticeship.

There are many other items which are included in this indenture of apprenticeship which are too lengthy to mention at this time. But for one thing, it does specify what branch of the trade the apprentice should become competent in to qualify as a really skilled worker in the trade. It specifies such things as whether there is a bonus, as to whether the apprentice is paid for his school time, a good many features like that; and particularly the length of the period of the apprenticeship, which varies by trades. In one trade it may be 5 years, in another trade it may be 3 years, in still another trade it may be 4 years, and so forth. This agreement is a mighty important aspect of the apprenticeship.

The third important standard, the third leg of the stool, is just as important as the other two, and it is this; that the written agreement be approved by a third party to whom the apprentice or the employer or anyone concerned may go for an adjustment of complaints or difficulties which may arise. That is of much greater significance to the country than would seem at first blush, because it does provide a central registration which enables authorities on all fronts to know just how many people are in training for a given occupation. There is no way of knowing now how many are in training for a given occupation.

So that provides that central registration, with a knowledge of how many are learning blacksmithing in the country; how many are learning watchmaking, and so forth. It gives us that central registration which is of great importance. It is of vital importance because the apprentice and his parent, both, have more faith and confidence in the entire transaction knowing that a third neutral agency is sitting there to whom they can go for redress, for a hearing, if there is any complaint. The employer feels the same way about it.

Those are the three important standards and I would like to repeat that no one of them is more important than the others; we need all three.

Now, I spoke of a realistic approach to the problem. How can this be accomplished? The Federal committee has attempted to accomplish this in a good many ways. It is necessary that these standards that I have just mentioned be thoroughly explained to all groups and that has been one of our big undertakings; to go out and meet with groups of 100 or 200 employers and representatives of labor alike and interested State public officials, for all-day conferences, to acquaint them with apprenticeship.

Our experience has brought out, without exception, in every case—and I think we have met groups like that in every city of over 25,000 in the country—in every case they are wholeheartedly in favor of the plan when you explain it. They are wholeheartedly in favor of the written agreement, when they understand that it does not unduly bind them to certain obligations. It puts order and system into the whole program. It is to their advantage as well as to the advantage of the apprentice.

So that this matter of explaining and acquainting employers and others generally has been a big undertaking.

Now, it has been brought out in this hearing—and I think unusual emphasis has been placed on it—that there are sustaining programs

carried on by certain national. is that they have done a rather. However, those same companies requested the Federal committee to see, so that they could further being given to the young people good for General Electric or W any of the companies mentioned.

But still more important is thousands of employers in this men, but who are employers of their share of the training period a Nation-wide scale. And these in every instance, have pointed the other companies bear their would not be doing all of the training.

Figures show that 90 percent this country have 100 or less in that large group through many the country that will in one way order to acquaint them with the standards locally or by trades; on the problem.

There is an appalling lack on the part of these groups, which on their part for information. office that testify to that.

So the Federal committee has will help reach these groups. That the Federal committee, will do much in reaching these groups. And so our aim has been to serve States and cities to work on this.

In the first place, you get a report that at the present time committees in the United States with employer and worker, and with representatives are working on this problem in this country. These committees you can see the number of people.

One attempt has been to stimulate committees that will really make community programs that will attain all that is not scratching the surface.

In addition to that, the Federal courage localities and States to apprenticeship supervisors the work-standards aspect of the groups in setting up these programs.

Up to this time there are quite a few done. There are something like full time in that way, scattered people look to some central source work, for guidance, for counsel.

carried on by certain nationally known large employers. True it is that they have done a rather commendable job in apprenticeship. However, those same companies have in hundreds of instances requested the Federal committee to give them technical advisory service, so that they could further improve the character of training being given to the young people in their companies. And that holds good for General Electric or Western Electric or Westinghouse, or any of the companies mentioned here.

But still more important is the fact that there are hundreds of thousands of employers in this country who do not employ many men, but who are employers of skilled help, who would be bearing their share of the training period. After all, it is a colossal job on a Nation-wide scale. And these same large companies repeatedly, in every instance, have pointed out to us that they would like to see the other companies bear their share of the training so that they would not be doing all of the training.

Figures show that 90 percent of the employers of skilled help in this country have 100 or less employees. So it is necessary to reach that large group through many devices to spread a network over the country that will in one way or another tend to reach them, in order to acquaint them with this; enlist their support in setting up standards locally or by trades; that will cause them to bear down on the problem.

There is an appalling lack of information on apprenticeship on the part of these groups, which they admit, and there is a real thirst on their part for information. Hundreds of letters come into our that testify to that.

The Federal committee has attempted to set up machinery which will help reach these groups. Now, it would be ridiculous to assume that the Federal committee, with its very limited staff, is going to do much in reaching these hundreds of thousands of employers. And so our aim has been to serve as a sort of a yeast that will cause States and cities to work on this problem.

In the first place, you get voluntary committees. I am happy to report that at the present time there are over 1,200 voluntary committees in the United States with equal representation of employer and worker, and with representation of interested public officials, who are working on this problem in various communities and States of this country. These committees have from five to six members, so you can see the number of people that are engaged in it.

One attempt has been to stimulate the organization of those committees that will really make it a local problem, and set up community programs that will attend to the handling of this. And after all, that is not scratching the surface as yet.

In addition to that, the Federal committee has attempted to encourage localities and States to put on full-time, qualified, competent apprenticeship supervisors, who will devote their sole attention to the work-standards aspect of this question and work with interested groups in setting up these standards that I have been speaking of.

Up to this time there are quite a few cases where that has been done. There are something like 20 people who have been put on full time in that way, scattered widely over the United States. Those people look to some central source for the materials with which to work, for guidance, for counsel, for training, for assistance, for in-

formation. And so we have found it necessary to hold innumerable training conferences, regional training conferences, so that they can go on and carry on the work in their communities.

As I say, there are over 20 of those people. I thought I had a list of them. It is rather illuminating what places have stepped out and done this. But they have hardly scratched the surface, as I say. To mention some of the States that have done this, Texas has five full-time people on that now. Wisconsin has put on two or three additional people on this work. Also California and Oregon, New Hampshire and Iowa, Oklahoma and Illinois, and so forth.

But the putting on of those people is important to spread information on this among the various groups.

We propose to continue to attempt to get others to do work on this. We can only serve—I do not like to use the term—but we can only serve as a catalytic agent—I do not like to use the term, but that seems to be the best term for it; a catalytic agent that tends to stir up interest on the part of these groups.

Likewise, we have found it advisable to work through public agencies, to encourage them to do more in this matter of acquainting employers with this work, and to work with employers.

So I am happy to report that throughout the entire United States, the Employment Service and their great network of offices, are training their branch office managers to assist, in their contact with employers; the National Youth Administration, through their State directors and district supervisors, are likewise assisting, and sometimes taking the burden of being the spearhead of setting up a community program. Likewise, State labor departments have done considerable along that line. In many instances it has been the Vocational Education or school people.

I mention that to show you that many agencies have an interest in this, but it takes some central agency to bring them together, to give them the training and the materials and the assistance that they are now demanding.

It is unnecessary to say, but we have more than 10 times as many requests for technical assistance as we are able to give in conducting these conferences and working with these committees.

So, gentlemen, those are the three approaches. But I think it is important to realize that many of these 1,200 committees that are made up of volunteers who are serving without pay, that many of these State and Federal agencies that are working on this problem—in fact all of them look to one central office to sort of tie this together, to correlate all the work that is going on. And without the impetus, without someone to stimulate them to this work, little would be done. So that that work has been carried on as much as possible.

Now, I would like to point to one other rather significant phase of this, inasmuch as so many points have been made in this hearing and this one I do not think has been thoroughly covered. And that is that out of these meetings that we have held, with hundreds of groups all over the country, certain rather significant observations have come out. One of those observations has been that if apprenticeship can get working in adequate fashion, it will be a stabilizing influence on the labor market; that it will tend to shut off the going into trades already overcrowded; it will tend to stimulate entrance into trades that are new, that are in the occupational nursery, that are just

coming into being; that it will rounded training, the kind of a absorb or overcome technological changes more quickly, so that occupation or even within clo falling off of employment. The taken in this country of a hig cated that that is the case. It It has been recognized by thes gives these young people econ earning power during their ent ration for economic self-suffi zens who are going to make sar public importance.

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I have mentioned the Feder are minimum standards set up industry or trade, that go furth ards as applied to their trade and State groups which likewis standards to fit their local and wages, which are almost alwa such matters as the proper ra usually matters to be determine

I bring this out again to hav standards' aspect of apprentices the written agreement; with the the indenture; with the appoin plaints can be registered; these ratio of apprentices to journey enter a trade, with the wages creases at various levels. It ha bonuses—all such minor matter I In other words, it is getting term, so that there can be no mis to eliminate friction during the

It determines when they shall That has been the untouched order and system, because of tl up, has resulted in this deterior heard so much about.

Apprenticeship really has no are still lots of people going in t

I think the important thing with is this: Whether the Unite sible program of apprenticeship whether they are going to be sat been going on

Of course, I do not want to want to indicate that there hav

coming into being; that it will tend to give people the kind of rounded training, the kind of a broad base that will enable them to absorb or overcome technological changes, to adjust themselves to changes more quickly, so that they can make shifts within their occupation or even within closely allied occupations in times of falling off of employment. The first programs that have been undertaken in this country of a highly commendable nature, have indicated that that is the case. It is a measure toward social security. It has been recognized by these groups as a type of device which gives these young people economic security; gives them increased earning power during their entire adult working life. It is a preparation for economic self-sufficiency, for taking their place as citizens who are going to make sane, intelligent decisions on matters of public importance.

This has come out in all of these meetings, that it does tend to give occupational balance. It trains people where they need to be trained and it results in a bearing down, or a concentration of attention, on that problem. The whole program has been set up so flexibly that matters that are local are decided locally.

I have mentioned the Federal committee standards. Then there are minimum standards set up by these national groups within an industry or trade, that go further than the Federal committee standards as applied to their trade on a national basis. There are local and State groups which likewise have gone still further in adopting standards to fit their local and State situations in such matters as wages, which are almost always a matter of local determination; such matters as the proper ratio of apprentices to journeymen are usually matters to be determined locally.

I bring this out again to harken back to the fact that the labor standards aspect of apprenticeship is something that has to do with the written agreement; with the indenture and with the approval of the indenture; with the appointing of a third party to whom complaints can be registered; these labor standards have to do with the ratio of apprentices to journeymen, the proper number that should enter a trade, with the wages of apprentices and the proper increases at various levels. It has to do with whether they are to get bonuses—all such minor matters.

In other words, it is getting down in advance in writing every term, so that there can be no misunderstanding, and which will tend to eliminate friction during the apprenticeship.

It determines when they shall go to school, and so forth.

That has been the untouched area of apprenticeship; the lack of order and system, because of the lack of those standards being set up, has resulted in this deterioration of apprenticeship that we have heard so much about.

Apprenticeship really has not disappeared to any extent. There are still lots of people going in to learn trades.

I think the important thing that this committee is concerned with is this: Whether the United States wants to have the best possible program of apprenticeship for the youth of this country, or whether they are going to be satisfied with the type of thing that has been going on.

Of course, I do not want to paint such a black picture. I do not want to indicate that there have not been certain communities and

States and industries that have done a fine job. They have. They have been most unselfish in contributing the benefit of their experience to the Federal committee in endeavoring to go forward on all fronts on this. They recognize the need for a more concerted attack on all fronts.

I think just one other thing that has come out of this I ought to mention; that is, as the chairman brought out in a question the other day, this is definitely an industrial relations problem. Our work has had to be to "debunk" a good deal of the fallacies which have been bandied about with regard to apprenticeship. Extravagant claims are made on all sides about the acuteness of the situation, the alleged shortage of skilled workers. These claims have resulted in many instances—and again I am thinking of one particular national-trade group where it caused the employer group and the union group to be at sword's point in regard to apprenticeship, to such an extent that it looked as though they could not be brought together, and careful negotiation on the part of the Federal committee did enable them to see that their interest was one in this matter; that the interest of the youth transcended the interest of the employer or of the labor union, and because of that they were able to get together and are now working harmoniously on a national plan.

Let me say this, that I have met with hundreds of these committees throughout the country, and I want to say that in every instance, whenever a decision had to be made by these groups, that decision was made, not on the basis of what was best for the employer, or what was best for the labor union, or the school teacher, or someone else, but it was always made on the basis of what was to the best interest of the boy or the girl concerned. These groups have pointed out that when a decision is made on that basis, the journeyman in the trade is protected; that the employer is protected; and that last, and most important, the consumer is protected. Any of us that has had contact with automobile repairs in a garage realizes how much the consumer is paying for inefficient workmanship in this country and how far we have to go in order to improve.

So, as I say, this is an industrial-relations problem. We hear the statement made—and it has been made in publications—that the reason that apprenticeship has gotten where it is, is that the unions have stifled it. That statement is untrue. Union quotas have not been particularly unreasonable.

We likewise have heard the other side, that the reason apprenticeship is where it is, is that employers would not take their period of training. Both of those statements are wrong. We have found that through our experience.

I think with the proper approach—with a reasonable approach—labor in every single instance has been willing to go along with a program jointly with employers; they have been willing, if their quotas were unreasonable, to make adjustments. They have been willing to work out something that was jointly acceptable to themselves and to the employer group.

We have found likewise that the employers are eager and willing to put these practices into effect in their own organizations, when they fully understand them; and that they are willing, too, that the standards set up should be jointly set up, because they realize that

the workers have a stake in this; their interest and in the interest of the industry.

Mr. SCHNEIDER. Mr. Patterson, if you have a boy who is apprenticed in case there is a strike, what happens?

Mr. PATTERSON. That, again, is decided by these committees that are joint. It would be a case where these committees, in almost all cases, have allowed the boy to do as his parents want. If he is a strong trade-union family, he is permitted to stay out. If he wants to work, he never seemed to object to his not doing work that a journeyman would do.

That is a case that illustrates the aspect, with these two groups serving the boy's interest first.

Does that answer your question?

Mr. SCHNEIDER. It does in part. The industry is highly organized, the labor union is highly organized.

That is, the apprentice who is apprenticed, has an obligation toward the employer and the union.

Mr. PATTERSON. Yes; that is true. It has been operated entirely by the union.

But the unions, as has been pointed out, are representing organized labor, which should touch employers, and consequently have set up adjusted jointly by the two groups longer indentured to the union.

Mr. SCHNEIDER. I understand the exceptional case. The apprentice is with the union.

Mr. SMITH. The length of time in all vocations, is it?

Mr. PATTERSON. No. That is true. It extends from 3 years to as much as 6 years. The average is 4 years.

Mr. SMITH. That would also be true, wouldn't it?

Mr. PATTERSON. When they have a boy up on a basis of a national minimum, longer, if they want to.

Mr. SMITH. It is the fact that they require as much time as in other cases.

Mr. PATTERSON. Yes.

Mr. SMITH. And for that reason, 3 years and 6 years, you say?

Mr. PATTERSON. Yes.

Mr. SMITH. What method do you use between the employer and the apprentice?

They each sign an agreement, as Mr. PATTERSON. Yes.

the workers have a stake in this as well; that it is a joint problem in their interest and in the interest of the youth of the country.

Mr. SCHNEIDER. Mr. Patterson, just what is the status of the indentured apprentice in case there is a strike in the shop?

Mr. PATTERSON. That, again, is a matter for local determination by these committees that are jointly set up. We would not be able to decide that. It would be a matter of local determination. But these committees, in almost all instances I have observed, have allowed the boy to do as his people dictated; that is, if he came from a strong trade-union family, the chances are that he would be permitted to stay out. If he wanted to continue—well, the unions have never seemed to object to his continuing working, provided he did not do work that a journeyman would have been doing.

That is a case that illustrates very well the industrial-relations aspect, with these two groups sitting on a committee, always considering the boy's interest first. That has always been harmoniously adjusted down through the years.

Does that answer your question?

Mr. SCHNEIDER. It does in part. Is it not true that where an industry is highly organized the apprentice signs up with the union? That is, the apprentice who is learning the trade has, to a certain extent, an obligation toward the union?

Mr. PATTERSON. Yes; that is true in programs that have in the past been operated entirely by the unions.

But the unions, as has been pointed out by speakers at this hearing, representing organized labor, have conceived that this is a program which should touch employers of union help and open-shop employers, and consequently have set up community programs which are adjusted jointly by the two groups. And in those cases they are no longer indentured to the union.

Mr. SCHNEIDER. I understand the general case, but I have in mind the exceptional case. The apprentice at a certain time is signed up with the union.

Mr. SMITH. The length of time of apprenticeship is not uniform in all vocations, is it?

Mr. PATTERSON. No. That is decided by the people in each trade. It extends from 3 years to as much as 6 years in some unusual trades. The average is 4 years.

Mr. SMITH. That would also be determined locally, somewhat, would it not?

Mr. PATTERSON. When they have national plans they usually set it up on a basis of a national minimum. But locally they can make it longer, if they want to.

Mr. SMITH. It is the fact that in some vocations they would not require as much time as in others?

Mr. PATTERSON. Yes.

Mr. SMITH. And for that reason they would vary the time between 3 years and 6 years, you say?

Mr. PATTERSON. Yes.

Mr. SMITH. What method do you have of enforcing the contract between the employer and the employee during the apprenticeship? They each sign an agreement, as you have stated?

Mr. PATTERSON. Yes.

Mr. SMITH. What method do you have of enforcing that, or is there any way?

Mr. PATTERSON. That is enforced because the employers and the workers have jointly entered into a plan by which they agree to abide, according to which they leave the supervision to a joint representative committee. In case of any difficulties the apprentice can bring his complaints, or the employer can bring his complaints, to that group. That group can recommend the cancelation of the indenture, if it is warranted.

Mr. SMITH. On the other hand, if the employee wanted to give up, wanted to quit, there would be no way of forcing him to remain there and work out the rest of his time under the contract?

Mr. PATTERSON. There would be legally; it has been done legally, but it is inadvisable to do so.

Mr. SMITH. That is what I should think.

Mr. PATTERSON. Yes. Very rarely would an employer want to do that. It could be done.

I think that brings out in general what I wanted to bring out, Mr. Chairman—the necessity for uniformity of training standards between States. As was pointed out to me at a recent meeting in Sacramento, that the people in California wanted to feel that a boy who has learned the plumbing trade can get a job in St. Louis or in Miami or some other place; the mobility of labor there again is a stabilizing influence.

And we have found through our studies in some parts of this country that one employer was giving a year's training in a trade in which another employer was giving 5 years' training, and that there should not be that wide variance. There seems to be a general recognition of the need of some degree of uniformity.

Mr. SMITH. Supplementing Mr. Schneider's inquiry, it would not be expected that the employee that was serving his apprenticeship under a certain number of hours' agreement would be disbarred or turned aside, if the union of which he was a member forced him out of his contract?

Mr. PATTERSON. No.

Mr. SMITH. You would not expect that the contract would bind under those conditions?

Mr. FITZGERALD. What would happen to him then?

Mr. SMITH. He would have the right to go back, I assume.

Mr. PATTERSON. Yes; or he would be transferred to another employer. That is quite possible with central registration, where one employer cannot carry through with the agreement.

Mr. FITZGERALD. What happens when the young man, after having a couple of years of apprenticeship served, takes it into his head that he wants to leave?

Mr. PATTERSON. I think that is the most valuable feature of this program, Mr. Chairman. That is the usual experience of employers with apprentices; that is, they get to a point where they are of some little value to their employer and then they go to someone else.

Mr. SMITH. But the agreement serves to prevent that to some extent.

Mr. PATTERSON. It has a good psychological effect.

Mr. FITZGERALD. But what v tion in the trade or by nationa young man an opportunity of

Mr. PATTERSON. Yes; where ments, they work cooperativel man is brought before an ir difficulties, gets them off his c made so that he returns to we of 10.

I have attended many of the fine hearings. They have had pointed out to him his obligat in turn he had certain obligati bit weak in the matter of of 1 works out.

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Mr. FITZGERALD. But there is in the trade, if he can get if he were a plumber, going i

Mr. PATTERSON. Well, plumb all cases, where they would ha not get a license unless the bo

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Mr. PATTERSON. That is cor all cases. But that situation is

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Mr. SMITH. That was my t whether the time of the appre that might be adjusted in vari

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Mr. FITZGERALD. But suppos to leave that employer and ne parties. You would get thes adjustment could not be arri his time?

Mr. SMITH. That is what yo

Mr. PATTERSON. Yes.

Mr. FITZGERALD. But assum decision. He is under a con

Mr. FITZGERALD. But what would happen? Is there any recognition in the trade or by national groups that they would not give the young man an opportunity of finishing his time somewhere else?

Mr. PATTERSON. Yes; where these groups have entered into agreements, they work cooperatively, and in 9 cases out of 10 the young man is brought before an impartial group, and he explains his difficulties, gets them off his chest, and usually some adjustment is made so that he returns to work. I say that is done in 9 cases out of 10.

I have attended many of those hearings, and they have been very fine hearings. They have had a very wholesome effect on the youth, pointed out to him his obligations, and reminded the employer that in turn he had certain obligations and that he may have been a little bit weak in the matter of living up to them. That is the way it works out.

There are not very many cases where a contract is broken off when they are actually under an agreement which their parents sign, too. The parents bring their pressure to bear. But where they actually do leave, in a good many situations, the recognized employer and worker groups will not allow them to continue in that occupation. They believe that it should be adjusted through the regular channels.

Mr. FITZGERALD. But there is nothing to prevent him from working in the trade, if he can get into the right shop, as a journeyman, or, if he were a plumber, going in business for himself?

Mr. PATTERSON. Well, plumbing is covered by State laws in almost all cases, where they would have to get a license, and where they cannot get a license unless the boy is a regularly indentured apprentice.

Mr. FITZGERALD. A great many places do not have such a law.

Mr. PATTERSON. That is correct; I should not have said in almost all cases. But that situation is becoming stronger.

Mr. FITZGERALD. A good many places are trying to get them. But a great many of them do not have them at the present time.

Here is another thing I am thinking of. There are some young men who may think that they can get by 4 years of apprenticeship in 2 and then get out from under the contract.

Mr. SMITH. That was my thought in the inquiry that I made—whether the time of the apprenticeship is iron-bound. You say that that might be adjusted in various States and localities?

Mr. PATTERSON. Yes.

Mr. SMITH. I had that very point in mind, Mr. Chairman; that some young man could become proficient and able to take the place of the man above in a certain length of time, while others might require the full length of time, and then perhaps would not be altogether eligible. The illustration I had in mind was that of the workman who had become proficient.

Mr. FITZGERALD. But suppose he gets it into his head that he wants to leave that employer and no adjustment can be made between the parties. You would get these committees together and see if an adjustment could not be arrived at whereby the boy would finish his time?

Mr. SMITH. That is what you do, is it not?

Mr. PATTERSON. Yes.

Mr. FITZGERALD. But assume that the boy refuses to abide by that decision. He is under a contract signed by his parents?

Mr. PATTERSON. Yes.

Mr. FITZGERALD. In most of these cases they are under 21. Is there any obligation on the parents to compel them to send the boy back?

Mr. PATTERSON. Yes.

Mr. FITZGERALD. What are the penalties? Is there any penalty provided as against the parents?

Mr. PATTERSON. Where there are State laws, they provide for a penalty, although they have never been exacted. But nevertheless they are on the statute books.

Mr. FITZGERALD. I know that I was forced back under a threat of suit.

Mr. PATTERSON. That is adjusted by these joint committees. They take a very sympathetic view. For instance, I sat in at a meeting in Sacramento. I dropped into the meeting that they were holding; they did not even know that I was coming. The mayor of the city was chairman of this joint board on plumbing apprentices. They had 10 plumbing apprentices at that meeting. They had called the meeting for the purpose of making their plan accord fully with the national plan. They examined each of these 10 apprentices to see whether they were getting the training that they should get.

I think that answers your question, Mr. Smith; periodically they call these apprentices before them to find out how they are getting along.

Now, you said something about some boys getting as far in 2 years as others would in 4. These joint committees have set up in a good many places a type of test of a practical experience character that will determine what progress they have made. Most of them will permit the apprentice to finish his time in less than the specified period if they have learned the trade properly. They have that much flexibility.

So that there have been some refinements made, because these local groups and State groups have been working on it.

Mr. SMITH. That is the thought that I had in mind.

Mr. PATTERSON. If they can go faster than others, they are allowed to do so.

Mr. SMITH. That is fine.

Mr. PATTERSON. In other words, it was not an arbitrary period.

Mr. FITZGERALD. I am trying to get in my mind what the duty is of the parents toward their son or their daughter that is apprenticed out. I want to get the answer clearly to my question, because it is a question that might be asked on the floor of the House or in the committee. How far can the employer go in forcing this boy back? You say it would be up to the State law?

Mr. PATTERSON. Yes.

Mr. FITZGERALD. That is a breach of contract. There would be grounds for a suit there if the employer wanted to enforce the contract?

Mr. SMITH. It might be a breach of contract, but it would be a problem whether they would want to attempt to enforce it, as you have already stated.

Mr. PATTERSON. They never have in the history of this country, so far as I have been able to find out. They may have threatened; I know that they have threatened, yes; and apprentices, from their side, have collected in a few cases.

Mr. FITZGERALD. Do you wish to say anything, Mrs. Beyer?

Mrs. BEYER. The point that this agreement is entirely voluntary. There is no compulsion signed the contract, then they make the modifications that Mr. Pat-

Mr. PATTERSON. The mere suggestion and the apprentice and his parents make adjustments that are made by such adjustments as are made the contract. It is all voluntary.

Mr. FITZGERALD. Then, practically mediation, if there is a disputing party?

Mr. PATTERSON. Yes.

Mr. FITZGERALD. And all of

Mr. PATTERSON. Yes.

Mr. SMITH. I think it is w-

Mr. FITZGERALD. A great deal of voluntary organizations in the labor? The machinery is all set up is practically working?

Mr. PATTERSON. Yes; that is

Mr. FITZGERALD. And if this project that all of this preliminary work last 3 years, will be lost—that project within the Department?

Mr. PATTERSON. Whenever I am occasionally occupied with this—ever we have conferences with the blackboard as to the difficulties. It has always been the lack of a program.

It has been difficult to get the effort when they were afraid to do so. Fortunately, the impetus has been forward.

It would be a mistake to leave that a great deal has been done scratched the surface.

The American Machinist, in the fact that outside of the time the Government was doing nothing believe since that time it has made tiny effort. Nevertheless, there of operation with permanency basis will enable us to carry on spots that we have not been many national-trade groups.

After all, we have only two or six in the making, similar to

It is significant that in 1922 of which Mr. Roosevelt was present in Washington in which they get the employers and others.

Mrs. BEYER. The point that I am going to make, if I may, is that this agreement is entirely voluntary. They enter into this contract voluntarily. There is no compulsion anywhere. But after they have signed the contract, then they are supposed to live up to it, except for the modifications that Mr. Patterson has sketched.

Mr. PATTERSON. The mere signing of the contract by the employer and the apprentice and his parents confers authority on a third party to make adjustments that are necessary, and they have agreed to abide by such adjustments as are made by that third party when they sign the contract. It is all voluntary on their part.

Mr. FITZGERALD. Then, practically speaking, they have a board of mediation, if there is a dispute that arises, in the person of a third party?

Mr. PATTERSON. Yes.

Mr. FITZGERALD. And all of these are voluntary?

Mr. PATTERSON. Yes.

Mr. SMITH. I think it is wonderful work; splendid work.

Mr. FITZGERALD. A great deal of this work is handled through these voluntary organizations in the State and through departments of labor? The machinery is all set up now and already in motion and is practically working?

Mr. PATTERSON. Yes; that is the point that I would like to make.

Mr. FITZGERALD. And if this bill is not passed, there is great danger that all of this preliminary work that we have gone through in the last 3 years, will be lost; that is, unless this is made a permanent project within the Department of Labor?

Mr. PATTERSON. Whenever we meet with groups that are professionally occupied with this—I mean these full-time workers—when we have conferences with them and strike a laundry list on blackboard as to the difficulties in promoting the work, number 1 has always been the lack of permanency and legality to the whole program.

It has been difficult to get these people to put forth this voluntary effort when they were afraid that it would wash out.

Fortunately, the impetus has been strong enough for them to go forward.

It would be a mistake to leave the committee with the impression that a great deal has been done. We have not much more than scratched the surface.

The American Machinist, in an editorial last fall commented on the fact that outside of the tiny effort of the Federal committee, the Government was doing nothing to attack this problem. We believe since that time it has been shown that this is more than a tiny effort. Nevertheless, there is much to be done. A continuance of operation with permanency assured and legality on our present basis will enable us to carry on with these groups and continue in spots that we have not been able to enter as yet, and work with many national-trade groups.

After all, we have only two national plans completed. There are six in the making, similar to the paint and plumbing plans.

It is significant that in 1923 the American Construction Council, of which Mr. Roosevelt was president at that time, had a meeting in Washington in which they gave a week's study to this; both workers and employers and others. The outcome of that conference was

that there should be national standards by trades and industries of apprenticeship. That was in 1923, and the first national standard in the history of the United States that was ever developed in that way was this plumbing standard which was approved last October, the national plumbing standard.

The problem is large. It was pointed out last Friday in the testimony that the United States Census of 1930 showed 752,000 young people engaged in the skilled trades. If they were engaged in the skilled trades, why were they not actually on a learning program? It seems to me that shows the size of the problem. We are not going to have 700,000 indentured apprentices in the next few years, by any means. This will not be done overnight. It takes a long-time approach. But it does show that there is a large problem and that we need constantly to move forward, in a rather quiet way. This cannot be done spectacularly. The spectacular approach would only bring about opposition from the many millions of unemployed youths that cannot be absorbed.

I think that covers all the points that I have in mind, Mr. Chairman.

Mr. FITZGERALD. Do you wish to make any further statement, Mrs. Beyer?

Mrs. BEYER. Mr. Chairman, I have some amendments to offer, if I may, that would make this bill more acceptable to the National Youth Administration. I think the language that they have suggested makes it clearer. May I read those suggested changes into the record?

Mr. FITZGERALD. Yes.

Mrs. BEYER. On line 2, page 2, after the word "with" add "The National Youth Administration and with".

In other words, we wish to continue to cooperate closely with the National Youth Administration.

In section 3, strike out from line 15 to line 24 and insert:

On and after the effective date of this Act the National Youth Administration shall be relieved of direct responsibility for the promotion of labor standards of apprenticeship as heretofore conducted through the Division of Apprentice Training, and shall transfer all records and papers relating to such activities to the custody of the Department of Labor.

That merely makes the transfer a little simpler and, as they have pointed out, there are no direct funds allotted for this purpose. They just give us from day to day and month to month enough to carry on.

Then in line 5 on page 3, after the words "in the" insert "Division of Apprentice Training of the National Youth Administration." Because that is what we are called now.

Then add another section, section 4:

SEC. 4. This act shall take effect on July 1, 1937, or as soon thereafter as it shall be approved.

That takes care of the question of finances, so that we will not be left dangling; it might be possible to continue if this bill were not enacted immediately, if the appropriation did not go through immediately, for instance. Then we would still be allowed to continue under the Youth Administration. It does not change the meaning in any sense; it just clarifies it.

STATEMENT OF HON. GEORGE IN CONGRESS FROM THE ST BER OF THE COMMITTEE OF

Mr. FITZGERALD. Do you wish Mr. Schneider?

Mr. SCHNEIDER. Mr. Chairman principally with reference to the State of Wisconsin has 1915. This program has been a State law which makes it the duty to supervise apprenticeship.

The Wisconsin law prescribes of written agreements (indenture), which is to be signed by the employer or guardian and by the employee not less than 1 year. The indenture provisions:

1. A statement of the trade, or the time to be taught, and the time at which to be taught, and the time at which to be taught.

2. An agreement stating the number of hours of instruction to be given in the first 2 years, the period of instruction per week. If the apprentice is to be employed, the total number of hours of instruction shall not exceed 55 hours per week, except in the case of an apprentice of the age of 16 or over who may be allowed to work in any 1 month. One and one-half hours must be paid for such overtime.

3. An agreement as to the period of instruction and the approximate time to be spent in the trade.

4. A statement of the compensation.

5. An agreement that a certificate of completion shall be given at the conclusion of his indenture.

The law requires the employer receiving instruction at the same time as the apprentice fails to attend school, 1 hour of compensation for 3 hours for every day of absence.

The Wisconsin law gives the employer assess penalties in case there is no indenture on the part of the employer requires public schools to cooperate with apprentices.

There has been a significant increase in apprentices in Wisconsin since 1915. On Apprentice Training was organized in 1915. A number of indentured apprenticeship programs were started. The number of trades was 78. Today there are 116 different trades. Recent figures show 116 different trades.

STATEMENT OF HON. GEORGE J. SCHNEIDER, A REPRESENTATIVE
IN CONGRESS FROM THE STATE OF WISCONSIN (AND A MEM-
BER OF THE COMMITTEE ON LABOR)

Mr. FITZGERALD. Do you wish to make a statement this morning, Mr. Schneider?

Mr. SCHNEIDER. Mr. Chairman, I desire to make a brief statement, principally with reference to the Wisconsin act.

The State of Wisconsin has had an apprenticeship program since 1915. This program has been carried out under the provisions of a State law which makes it the duty of the industrial commission to supervise apprenticeship.

The Wisconsin law prescribes definite conditions for the making of written agreements (indentures). The law provides that this indenture, which is to be signed by the apprentice and his parents or guardian and by the employer, shall provide for a term of service not less than 1 year. The indenture must include the following provisions:

1. A statement of the trade, craft, or business which the apprentice is to be taught, and the time at which the apprenticeship shall begin and end.

2. An agreement stating the number of hours to be spent in work, the number of hours to be spent in instruction. During the 2 years, the period of instruction shall be not less than 4 hours per week. If the apprenticeship is for a longer period than 2 years, the total hours of instruction shall not be less than 400 hours. The total number of hours of instruction and service shall not exceed 55 hours per week, except in the case of apprentices over 18 years of age who may be allowed to work overtime not to exceed 30 hours in any 1 month. One and one-half times the regular rate of pay must be paid for such overtime.

3. An agreement as to the processes, methods or plans to be taught, and the approximate time to be spent at each process, method, or plan.

4. A statement of the compensation to be paid the apprentice.

5. An agreement that a certificate shall be given the apprentice at the conclusion of his indenture, stating the terms of indenture.

The law requires the employer to pay for the time the apprentice is receiving instruction at the same rate as for services. If the apprentice fails to attend school, he is subject to a penalty of loss of compensation for 3 hours for every hour he is absent without good cause.

The Wisconsin law gives the industrial commission the power to assess penalties in case there is a violation of the provisions of the indenture on the part of the employer or the apprentice. The law requires public schools to cooperate in giving instruction to apprentices.

There has been a significant increase in the number of indentured apprentices in Wisconsin since 1934, when the Federal Committee on Apprentice Training was organized. On August 1, 1934, the total number of indentured apprentices in the State was 1,044, and the number of trades was 78. Today there are almost twice as many indentured apprentices. Recent figures show a total of 1,936 indentured apprentices in 116 different trades.

The State supervisor of apprenticeship, Mr. Walter F. Simon, attributes this increase largely to the activity of the Federal Committee on Apprentice Training. He states:

Through the national impetus to apprenticeship which the Federal Committee has given through national plans and work with national trade associations and international unions, the amount of apprenticeship activity in Wisconsin has more than doubled.

Of course, the cooperation of interested groups has been an important factor in the increased apprenticeship activity. It should be noted that in Wisconsin the industrial commission and the Federal committee have had the wholehearted cooperation of all labor groups, employer groups, vocational education groups, and general educators.

Because of the increase in the number of indentured apprentices, the Industrial Commission of Wisconsin on January 1, 1937, appointed an additional supervisor, so that there are now a total of three full-time apprenticeship supervisors. The industrial commission has also worked out an agreement with 17 branch managers of local offices of the Wisconsin Employment Service, and one man in each of these offices has been designated to handle apprentice problems. The cooperation of the employment offices will be especially helpful in educating employers in regard to apprenticeship and convincing them of the value of operating on a wider basis.

The information which I have given with reference to increased apprenticeship activity in Wisconsin gives a definite illustration of the benefits which have resulted from the splendid work of the Federal Committee on Apprentice Training. The bill now before the committee provides that the work which this committee is doing should be continued as a permanent activity. I am heartily in accord with the purposes of this bill. I think it is very timely. We should act now to make the development and coordination of apprentice training in the States a permanent activity of the Federal Government so that there will be no doubt about its continuation.

Those who are giving such splendid assistance in connection with this work have a right to know whether it will be a permanent activity or whether one of these days this activity will be terminated along with other emergency organizations.

I want to congratulate you, Mr. Chairman, and Mr. Smith and Mr. Dunn, on the splendid way in which you have conducted these hearings. Certainly the hearings have brought forth all of the information necessary on this subject in a very orderly and efficient manner.

Mr. FITZGERALD. Mr. McDonough, do you wish to say anything this morning?

Mr. McDONOUGH. No, sir; I do not. I do not want to add anything to what I said the other day other than that we are interested in seeing that the item that was stricken from the Budget is restored.

Mr. FITZGERALD. I have a number of communications here that I shall have made part of the record at this point. They come from various organizations and I believe would be of interest to all who are concerned with this matter, which is national in scope. I was surprised myself at the number of States interested in the bill.

There are two letters from the Industrial Commission of Wisconsin.

There is a letter from the Wisconsin State Federation of Labor.

There is a letter from the delphia.

There is another letter from tractors of America, Inc., with

There is a letter from the St. Relations.

There are also a number of of the record.

There is a letter from the J burgh.

There is also a letter from Training of the State of Ohio.

There is a letter from the Ar ers.

There is a letter from the (vicinity.

There is a letter from the A: of Washington, D. C., George

letter from him to Mr. Patterson.

There is a letter from the I Illinois; and there is a letter from

facturers, which I will have in the week.

Following the insertion of the Wednesday to hear Mr. Dennis.

Vocational Association, Inc., of

I do not believe there is any hope that after we hear Mr. D

to go into executive session and committee, and I hope the full con

immediately thereafter.

I wish to thank Mr. Schneide us; we appreciate it.

(The correspondence above re

Hon. WILLIAM J. FITZGERALD, House of Representatives, Wash.

DEAR CONGRESSMAN: I have learned (H. R. 6205) to enable the Department

furtherance of labor standards necessary and to cooperate with the States in the

It is my understanding that you are Labor Committee to consider the bill

The language of H. R. 6205 contains Federal Committee on Apprentice Training

familiar with the work of the Federal has been confined to the formulation of

to safeguard the welfare of apprenticeship

The Industrial Commission of the apprenticeship on a similar basis since

apprenticeship system is section 100. The industrial commission enjoys the

and labor organizations, the State board public in the development of indentured

The experience in Wisconsin has standards of apprenticeship is proper

There is a letter from the American Decorators, Inc., of Philadelphia.

There is another letter from the Painting and Decorating Contractors of America, Inc., with headquarters in Connecticut.

There is a letter from the State of Ohio Department of Industrial Relations.

There are also a number of telegrams which will be made a part of the record.

There is a letter from the John Dewar Co., decorators, of Pittsburgh.

There is also a letter from the State Committee on Apprentice Training of the State of Ohio.

There is a letter from the American Federation of Hosiery Workers.

There is a letter from the Central Labor Union of Boston and vicinity.

There is a letter from the American Vocational Association, Inc., of Washington, D. C.; George P. Hambrecht, enclosing a copy of a letter from him to Mr. Patterson.

There is a letter from the Department of Labor of the State of Illinois; and there is a letter from the National Association of Manufacturers, which I will have inserted in the record some time during the week.

Following the insertion of this correspondence we will adjourn until Wednesday to hear Mr. Dennis, executive secretary of the American Vocational Association, Inc., of Washington. He desires to be heard.

I do not believe there is anybody else to be heard this morning. I hope that after we hear Mr. Dennis on Wednesday we will be able to go into executive session and report out the bill to the full committee, and I hope the full committee will report the bill favorably immediately thereafter.

I wish to thank Mr. Schneider for coming here and sitting in with us; we appreciate it.

(The correspondence above referred to is as follows:)

INDUSTRIAL COMMISSION OF WISCONSIN

April 20, 1937.

HON. WILLIAM J. FITZGERALD,
House of Representatives, Washington, D. C.

DEAR CONGRESSMAN: I have learned that you have recently introduced a bill (H. R. 6205) to enable the Department of Labor to formulate and promote the furtherance of labor standards necessary to safeguard the welfare of apprentices and to cooperate with the States in the promotion of such standards.

It is my understanding that you are also chairman of the subcommittee of the Labor Committee to consider the bill.

The language of H. R. 6205 contemplates the transfer of the activities of the Federal Committee on Apprentice Training to the Department of Labor. I am familiar with the work of the Federal Committee on Apprentice Training, which has been confined to the formulation and promotion of labor standards necessary to safeguard the welfare of apprentices.

The Industrial Commission of the State of Wisconsin has been developing apprenticeship on a similar basis since 1915. The legal basis of the Wisconsin apprenticeship system is section 106.01.

The industrial commission enjoys the cooperation and assistance of employer and labor organizations, the State board of vocational education, and the general public in the development of indentured apprenticeship.

The experience in Wisconsin has demonstrated that the promotion of labor standards of apprenticeship is properly the function of the industrial commission.

TO SAFEGUARD THE WELFARE OF APPRENTICES

I believe that the United States Department of Labor should have a similar program through the passage of H. R. 6205.

Yours very truly,

VOITIA WRABETZ,
Chairman, Industrial Commission.

INDUSTRIAL COMMISSION OF WISCONSIN,
Madison, April 20, 1937.

HON. WM. J. FITZGERALD,
Chairman, Subcommittee of Labor Committee on H. R. 6205,
House of Representatives, Washington, D. C.

DEAR CONGRESSMAN FITZGERALD: Concerning the bill on apprenticeship, H. R. 6205, as supervisor of apprenticeship for the Industrial Commission of Wisconsin let me assure you that it would be no mistake to transfer the Federal Committee on Apprenticeship Training from the National Youth Administration to the United States Department of Labor.

While the Federal Committee on Apprenticeship Training originated as an arm of the National Youth Administration and was intended to prevent complete wiping out of what apprenticeship existed at that time, the apprenticeship movement is too important to remain as part of an emergency program. A Federal apprenticeship agency should have been established 30 years ago when the flow of skilled workers from Europe ceased.

What I cannot understand is why millions of dollars are spent to maintain the Civilian Conservation Corps while practically nothing is spent to pave the way in industry for youth to learn a useful occupation. I have nothing to say against the Civilian Conservation Corps, but surely someone in Washington should be interested in the youth who wants to learn a trade. Other than the Federal Committee on Apprenticeship Training, no Federal agency is doing exactly what that committee is attempting to do.

Administration of a national apprenticeship plan belongs in the Department of Labor, and nowhere else.

Very truly yours,

INDUSTRIAL COMMISSION,
WALTER F. SIMON,
Supervisor of Apprenticeship.

WISCONSIN STATE FEDERATION OF LABOR,
Milwaukee, April 21, 1937.

HON. WILLIAM J. FITZGERALD,
Chairman, Subcommittee of Labor Committee,
House Office Building, Washington, D. C.

DEAR MR. FITZGERALD: I wish to commend you on the introduction of H. R. 6205, contemplating the transfer of the activities of the Federal Committee on Apprenticeship Training to the Department of Labor.

In Wisconsin the work on apprenticeship is carried on with fine cooperation between the State Board of Vocational Education and the Wisconsin Industrial Commission, the former functioning educationally, while the industrial commission gives attention to labor standards. Our experience, I believe, demonstrates the value of your bill.

I hope H. R. 6205 will be supported generally and become a law.

Cordially yours,

HENRY OHL, JR.,
President, Wisconsin State Federation of Labor.

AMERICAN DECORATORS, INC.,
Philadelphia, April 21, 1937.

HON. WILLIAM J. FITZGERALD,
House of Representatives, Washington, D. C.

DEAR SIR: I have learned that bill H. R. 6205 will be up shortly for consideration.

As a member of the painting industry I want to impress upon you the necessity of not only renewing the original appropriation carried in this bill, but the

TO SAFEGUARD THE

dire need of increasing the amount of Committee on Apprenticeship Training in all lines of the construction pressing as it is at the present time great many mechanics during the business, and have never returned to and reasons equally as logical as that unless the National Government the construction industry, in the near that will bring about a situation to trust that you will use your good but to increase it a liberal amount

Very truly yours,

PAINTING AND DECORATING

HON. WILLIAM J. FITZGERALD,
House of Representatives, Washington, D. C.

DEAR SIR: I am advised that bill H. R. 6205, which has been referred to the Subcommittee on Apprenticeship Training, of which you are chairman, is being considered. On behalf of the Connecticut Council of America, I should like to submit a statement, and carrying an increase of work and apprentice training.

There is, at the present time, a shortage of mechanics, and during the depression employ the apprentice, and we the adequate training of the apprentice. I trust, therefore, that when this support.

Sincerely yours,

HON. WM. J. FITZGERALD,
House of Representatives, Washington, D. C.

DEAR MR. FITZGERALD: As the Director of the Division of Apprenticeship Training, which is similar to labor conditions, which is similar to labor conditions, you expressing my interest in H. R. 6205.

This bill provides for the continuation of the Federal Committee on Apprenticeship Training, which was rendered this State by such Federal function of the State committee. be available from this Federal source of apprenticeship is to be achieved

Very truly yours,

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WM. F. PATTERSON,
Executive Secretary Federal Council
United States Department of Labor

Our sincere interest over a period of apprentices in industry prompts us to urge its early passage by Congress.

TO SAFEGUARD THE WELFARE OF APPRENTICES

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dire need of increasing the amount considerably so that the work of the Federal Committee on Apprenticeship Training can go forward. The need for apprentices in all lines of the construction industry has never been so great and pressing as it is at the present time. The older mechanics are dying out, a great many mechanics during the depression were forced into other lines of business, and have never returned to their original work, and many other causes and reasons equally as logical as these could be set forth to establish the fact that unless the National Government does something to provide mechanics for the construction industry, in the next few years there is going to be a shortage that will bring about a situation that I fear will be appalling. Therefore, I trust that you will use your good offices to not only renew the appropriation, but to increase it a liberal amount.

Very truly yours,

AMERICAN DECORATORS, INC.,
J. FRANK JONES, President.

PAINTING AND DECORATING CONTRACTORS OF AMERICA, INC.,
Bridgeport, Conn., April 22, 1937.

HON. WILLIAM J. FITZGERALD,
U. S. House of Representatives, Washington, D. C.

DEAR SIR: I am advised that bill H. R. 6205, providing for the budget of the Labor Department has been referred to a subcommittee of the House of Representatives, of which you are chairman.

On behalf of the Connecticut Council of Painting and Decorating Contractors of America, I should like to submit my request that this bill be reported favorably, and carrying an increase over the budget appropriation for vocational and apprentice training.

There is, at the present time, a great need in our industry for skilled mechanics, and during the depression years the employer has not had the work to employ the apprentice, and we are now looking to the vocational schools for adequate training of the prospective mechanics.

It is, therefore, that when this bill is presented, it will receive your entire support.

Sincerely yours,

W. W. R. MUIRHEAD,
Second Vice President.

STATE OF OHIO,
DEPARTMENT OF INDUSTRIAL RELATIONS,
Columbus, April, 19, 1937.

HON. WM. J. FITZGERALD,
House of Representatives, Washington, D. C.

DEAR MR. FITZGERALD: As the Director of the Department of Industrial Relations, which is similar to labor commissioners in other States, I am writing you expressing my interest in H. R. 6205.

This bill provides for the continuance of the activities up to now carried on by the Federal Committee on Apprentice Training. The definite assistance rendered this State by such Federal committee has made possible the active function of the State committee. It is essential that further counsel and aid be available from this Federal source if a uniform raising of the standards of apprenticeship is to be achieved through our operation.

Very truly yours,

O. B. CHAPMAN, Director.

[Postal Telegraph]

PORTLAND, OREG., April 29, 1937.

WM. F. PATTERSON,
Executive Secretary Federal Committee on Apprentice Training,
United States Department of Labor, Washington, D. C.:

Our sincere interest over a period of years in the need for proper training of apprentices in industry prompts us to heartily endorse H. R. 6205 and urge its early passage by Congress.

C. R. MILLER,
President Oregon Building Congress.

TO SAFEGUARD THE WELFARE OF APPRENTICES

[Western Union]

COLUMBUS, OHIO, April 22, 1937.

Hon. WILLIAM FITZGERALD,
House of Representatives, Washington, D. C.:

Will appreciate very much any and all efforts you can give toward the passage of House Resolution 6205; believe that this bill will greatly strengthen the efforts toward State legislation of the same nature. I beg to say that House Bill 549 of the Ohio General Assembly was reported out of labor committee today by unanimous vote for passage by that committee.

ROBERT T. FARLEY,
State Representative, International Printing Pressmen Union,
Author of House Bill 549 for the Regulation of Student Apprentices.

[Western Union]

HOUSTON, TEX., April 21, 1937.

Hon. WM. J. FITZGERALD,
Congressman from Connecticut,
Washington, D. C.:

The Master Plumbers Association in convention here passed a resolution endorsing bill H. R. 6205 this date.

JOSEPH NETZER,
Chairman Resolution Committee.
CLAYTON LEE,
President Associated Master Plumbers.

[Postal Telegraph]

CHICAGO, ILL., April 21, 1937.

WM. J. FITZGERALD, M. C.,
House of Representatives:

Please support House bill H. R. 6205. Do everything possible to help Mr. Patterson in his program. Very important to our industry. Assure you your support will be greatly appreciated.

CHAS. H. SCHMITZ,
President, Illinois State Council of the
Painting and Decorating Contractors of America, Inc.

JOHN DEWAR CO., DECORATORS,
Pittsburgh, Pa., April 19, 1937.

Hon. WILLIAM J. FITZGERALD,
House of Representatives, Washington, D. C.

MY DEAR CONGRESSMAN: As chairman of subcommittee which will hear bill H. R. 6205, will you give your earnest support so that its passage will be assured.

Because of its vital importance in the painting industry and to our national trade association, I urge you to give it your very best consideration.

Very truly yours,

JOHN B. DEWAR.

STATE COMMITTEE ON APPRENTICE TRAINING, STATE OF OHIO,
Columbus, Ohio, April 19, 1937.

Hon. WILLIAM J. FITZGERALD,
House of Representatives, Washington, D. C.

DEAR SIR: As chairman of the State Committee on Apprentice Training, State of Ohio, I am writing you expressing the interest of this committee in H. R. 6205. This bill provides for the continuance of the activities up to now carried

TO SAFEGUARD THE

on by the Federal Committee on A rendered this State by such Federal function of the State committee. be available from this Federal sou apprenticeship is to be achieved th Very truly yours,

AMERI

Hon. WILLIAM P. CONNERY, JR.,
House Office Building, Washing

DEAR MR. CONGRESSMAN: Will you on the bill to provide funds for the the following statement:

The American Federation of H demanding that the United States States Office of Education, have t for apprentice training in this cou Workers has had the most unifor Office of Education on matters cog trial establishments. Until those Vocational Education Section of th dismissed from the services the organ trust of any program initiated or d In any case, the question of app maintaining labor standards. The eral and local, have almost entire whole vocational training program most scandalous misuse of public to-lighten. Moneys intended fo verted for use as subsidies Department of Labor called attenti tial correction. The United Stat "cover up" all along the line and I situation.

The President's Committee on V this whole matter in its forthcom tions for a reform of the school United States Department of Labo job of protecting apprentices and subordinate position in any of its

It will probably be necessary to regard to apprenticeship and voca changes in industry and the whole Even if the time should arrive w the Labor Department official in s necessary to have the Labor Depo problem which is basically an econo Very sincerely yours,

CENTRAL L

Hon. WILLIAM P. CONNERY, JR.,
House of Representatives,
Washington, D. C.

DEAR CONGRESSMAN CONNERY: A Congress by Congressman Fitzgerald within the Department of Labor, to the apprentice regulations of the F I understand that this bill has l of which you are chairman. If w

on by the Federal Committee on Apprentice Training. The definite assistance rendered this State by such Federal committee has made possible the active function of the State committee. It is essential that further counsel and aid be available from this Federal source if a uniform raising of the standards of apprenticeship is to be achieved through our operation.

Very truly yours,

EDGAR W. BRILL, *Chairman.*

AMERICAN FEDERATION OF HOSIERY WORKERS,
Philadelphia, Pa., April 21, 1937.

HON. WILLIAM P. CONNERY, JR.,
House Office Building, Washington, D. C.

DEAR MR. CONGRESSMAN: Will you please insert in the record of the hearings on the bill to provide funds for the Federal Committee on Apprentice Training the following statement:

The American Federation of Hosiery Workers wishes to be recorded as demanding that the United States Department of Labor, and not the United States Office of Education, have the principal jurisdiction and responsibility for apprentice training in this country. The American Federation of Hosiery Workers has had the most unfortunate experiences with the United States Office of Education on matters concerning the training of workers for industrial establishments. Until those officials who are now in charge of the Vocational Education Section of the United States Office of Education are dismissed from the services the organized movement must have a profound distrust of any program initiated or directed by those officials.

In any case, the question of apprentice training is essentially a matter of maintaining labor standards. The school authorities, on the whole, both Federal and local, have almost entirely ignored this fundamental aspect of the whole vocational training program. In recent years several instances of the most scandalous misuse of public funds for "vocational education" have come to light. Money intended for the education of young people have been diverted for use as subsidies to sweatshop employers. The United States Department of Labor called attention to these abuses and aided in their partial correction. The United States Office of Education has attempted to "cover up" all along the line and has resisted any real effort to clear up the situation.

The President's Committee on Vocational Training will no doubt deal with this whole matter in its forthcoming report and make suitable recommendations for a reform of the school system in this respect. Meanwhile, the United States Department of Labor must be enabled to continue its present job of protecting apprentices and the Department must not be placed in any subordinate position in any of its efforts on behalf of young workers.

It will probably be necessary to revise many of our ideas and methods in regard to apprenticeship and vocational education in view of the sweeping changes in industry and the whole social situation facing young people today. Even if the time should arrive when the educator should be as diligent as the Labor Department official in safeguarding labor standards it will still be necessary to have the Labor Department in the forefront in handling this problem which is basically an economic question.

Very sincerely yours,

JOHN W. EDELMAN,
Research Director.

CENTRAL LABOR UNION OF BOSTON AND VICINITY,
Boston, Mass., April 23, 1937.

HON. WILLIAM P. CONNERY, JR.,
House of Representatives,
Washington, D. C.

DEAR CONGRESSMAN CONNERY: A bill (H. R. 6205) has been introduced in Congress by Congressman Fitzgerald, of Connecticut, to give statutory effect, within the Department of Labor, to the enforcement of the labor standards of the apprentice regulations of the Federal Committee on Apprentice Training.

I understand that this bill has been referred to the Committee on Labor, of which you are chairman. If we are to preserve true standards of train-

ing for the skilled trades, under labor conditions which protect both apprentice and journeyman, we feel that the implications of this legislation are important to members and friends of organized labor.

Knowing your past labor record, we know that you will use your best interests in getting this necessary appropriation.

Thanking you for your past favors, and indicating our approval and urging your support of H. R. 6205, we remain,

Very truly yours,

HARRY P. GRACES,
Secretary-Business Representative.

AMERICAN VOCATIONAL ASSOCIATION, INC.,
Madison, Wis., April 17, 1937.

Hon. WILLIAM J. FITZGERALD,
House Office Building, Washington, D. C.

MY DEAR MR. FITZGERALD: I have recently learned that you are chairman of the subcommittee of the Labor Committee for the House of Representatives, to consider the merits of your apprenticeship bill, H. R. 6205.

I am definitely and affirmatively interested in the passage of this bill. I have written my opinions at length to my good friend and former coworker, Hon. William F. Patterson, executive secretary of the President's Federal Committee on Apprentice Training; and I take the liberty of enclosing herewith a copy of my letter to Mr. Patterson for your consideration.

I sincerely hope that the subcommittee of the Labor Committee will unanimously endorse your bill. It has definite and economic value.

With kind regards and best wishes, believe me,

Sincerely yours,

GEO. P. HAMBRECHT, Past President.

MADISON, Wis., April 17, 1937.

Hon. WILLIAM F. PATTERSON,
Executive Secretary, Federal Committee on Apprentice Training,
Department of Labor, Washington, D. C.

MY DEAR MR. PATTERSON: I have recently learned that a bill (H. R. 6205) was introduced by Congressman William J. Fitzgerald, of Connecticut, "To enable the Department of Labor to formulate and promote the furtherance of labor standards necessary to safeguard the welfare of apprentices and to cooperate with the States in the promotion of such standards." I have read this bill, and am in hearty sympathy with its provisions and objectives.

I am writing to you concerning this matter because of our long years of official association in the field of apprenticeship. When I was chairman of the industrial commission several years ago you were associated with us in the promotion of apprenticeship in Wisconsin in cooperation with the vocational schools of this State.

Bill H. R. 6205 very closely parallels the Wisconsin set-up in apprenticeship. In this State the industrial commission is charged with the same responsibilities as are planned for the Department of Labor in the Federal set-up. I was pleased to note the introduction of the bill referred to because it will stabilize apprenticeship and insure Federal promotion in that field. Your leadership as executive secretary of the Federal Committee on Apprentice Training has gone a long way toward focusing attention on the importance of an adequate apprenticeship program. I sincerely hope that bill H. R. 6205, scheduled for hearing April 22, 1937, will receive favorable consideration by the subcommittee of the Labor Committee of the House of Representatives. I should be glad to have you present this letter to the subcommittee if you think it will assist in the favorable consideration of the bill.

As you know, I have been definitely and affirmatively interested in an adequate apprenticeship program for the past 25 years; first, as a member of the Wisconsin Legislature; second, as a member and chairman of the Wisconsin Industrial Commission; and third, as State director of vocational education. For the 2-year period ending last December I was president of the American Vocational Association, a national organization, enrolling some 20,000 members. While president of this association I urged cooperation of the vocational peo-

ple in the several States with the Federal end that adequate part-time school apprentices throughout the country. the introduction and adoption of the to aid States in giving the necessary for all indentured apprentices. In apprenticeship agreements are highly a problem of unemployment.

In my report to the American Vocational convention in San Antonio to the importance of vocational training in particular. On the general position to unemployment, I stated, in m.

"The rapidly changing industrial adjustment and training on the part of youth and adults who will become labor is going to require sympathetic and courses, part time and full time, will to assist our people to prepare for and in urban places and to give our far educational opportunities otherwise d.

"It is not claimed that a program the problem of unemployment; but in and solved with a negative attitude vocational training for our people be basis and for the out-of-school group with its accompanying hardships, reduced permanently without a com preventive and remedial measure.

the problem, was urged for attention to Security Legislation appointed some committee emphasized the fact that of individuals is a major factor in the

"When the Social Security Act was approved by the President, a preventive for cripples) was omitted, and only r. The President's Committee on Social ized the fact that an economic and our sympathies, is just as great an ec cripple.

"The Federal appropriations author Vocational Act provide the preventive fully the ultimate objectives of the p theory that 'an ounce of prevention is

In order to furnish an orderly and gram I include in this report a spec and communities which would s time basis for all indentured apprentice

"In preparing State and local plans time school provision of not less than all indentured apprentices. The pres augured by the President and adm Apprentice Training is performing a assures to the working youth of Ame ment, an opportunity to better prepa publicity-supervised combination of ve

"As apprentices are indentured it is throughout the country be physically e ever-increasing and worth-while educat From years of experience in this field year during the entire period of app school attendance in every apprentices all means, be maintained. I am assur cation will cooperate with the Federal will encourage the several States to

in the several States with the Federal Committee on Apprentice Training, to the end that adequate part-time school opportunity be opened to all indentured apprentices throughout the country. I had this matter in mind while promoting the introduction and adoption of the George-Deen Act, providing Federal funds to aid States in giving the necessary educational program, on a part-time basis, for all indentured apprentices. In my judgment, vocational training and apprenticeship agreements are highly essential if we are to meet and solve the problem of unemployment.

In my report to the American Vocational Association as its president, at our national convention in San Antonio last December I called specific attention to the importance of vocational training in general and an apprenticeship program in particular. On the general problem of vocational training and its relation to unemployment, I stated, in my report:

"The rapidly changing industrial and agricultural processes require constant readjustment and training on the part of employees and workers. If we neglect or ignore this problem, we shall face a rapidly increasing number of our youth and adults who will become less employable as well as unemployed. It is going to require sympathetic and understanding administration of vocational courses, part time and full time, with a fixed policy of Federal aids, in order to assist our people to prepare for and maintain a high degree of employability in urban places and to give our farmers and farm women, youth and adult, educational opportunities otherwise denied them.

"It is not claimed that a program of vocational education alone will solve the problem of unemployment; but in my judgment this problem cannot be met and solved with a negative attitude concerning a Nation-wide recognition of vocational training for our people—both for the in-school group on a full-time basis and for the out-of-school group on a part-time basis. Unemployment, with its accompanying hardships—poverty, misery, and crime—cannot be remedied permanently without a comprehensive plan for vocational training as a preventive and remedial measure. This viewpoint, after a thorough study of the problem, was urged for attention by the Committee on Social and Economic Security, legislation appointed some time ago by President Roosevelt. This committee emphasized the fact that 'the educational and vocational equipment of individuals is a major factor in their economic security.'

"The Social Security Act was finally passed by the last Congress and urged by the President, a preventive program of vocational training (except for cripples) was omitted, and only remedial measures were set up in the act. The President's Committee on Social and Economic Security Legislation recognized the fact that an economic and social cripple, though not so appealing to our sympathies, is just as great an economic and social problem as a physical cripple.

"The Federal appropriations authorized under the terms of the George-Deen Act provide the preventive and remedial means to carry out more fully the ultimate objectives of the present Federal Social Security Act, on the theory that 'an ounce of prevention is worth a pound of cure.'"

"In order to furnish an orderly and adequate plan for an apprenticeship program I included in this report a special plea for Federal aids to those States and communities which would furnish suitable educational programs on a part-time basis for all indentured apprentices. Let me quote that part of my report:

"In preparing State and local plans I sincerely hope that an adequate part-time school provision of not less than 144 hours per year may be provided for all indentured apprentices. The present Federal apprenticeship program, inaugurated by the President and administered by the Federal Committee on Apprentice Training, is performing a worthy and needed service in that it assures to the working youth of America, during the initial years of employment, an opportunity to better prepare themselves for their life work by a publicity-supervised combination of work and school.

"As apprentices are indentured it is highly important that vocational schools throughout the country be physically equipped and financially able to meet the increasing and worthwhile educational part of the apprenticeship program. From years of experience in this field it is generally agreed that 144 hours per year during the entire period of apprenticeship is considered the minimum school attendance in every apprenticeship program. This minimum should, by means, be maintained. I am assured that the United States Office of Education will cooperate with the Federal Committee on Apprentice Training and encourage the several States to utilize George-Deen Federal aids to the full

extent they are needed to promote and maintain adequate local school courses to accompany the period of apprenticeship indenture."

By means of the Federal aids authorized under the terms of the George-Deen Act, the amount of which is now up for consideration in Congress, each State and the several communities within the States should offer adequate part-time school courses paralleling the employment experiences of the indentured apprentices. In my judgment, every dollar wisely invested in furnishing these contacts brings back to society a wealth return, both social and economic, commensurate with the breadth and intensity of the educational program projected. No community ever goes bankrupt in doing something that pays. It is only through wise and diversified public expenditure for education and training that we can get away from that vicious circle which binds ignorance to poverty and poverty to ignorance. In this connection, Dr. Clarence Poe, agricultural representative on the Federal Board for Vocational Education and a well-known authority on rural economics, says:

"You prosper just in proportion to the prosperity of the average man with whom you are brought into business contact. If the masses of the people are poor and ignorant, every individual, every interest, every industry in the community will feel and register the pulling down power of their backwardness as inevitably as the thermometer records the temperature of the air. The merchant will have poorer trade, the doctor and lawyer smaller fees, the painter fewer houses to decorate, the building contractor fewer houses to build, the railroad diminished traffic, the banks smaller deposits, the preacher and teacher smaller salaries, and so on. Every man who, through ignorance, lack of training, or by reason of any other hindering cause, is producing or earning only half as much as he ought, by his inefficiency is making everybody else in the community poorer."

I am looking forward to a very close coordination between the work of the Federal Committee on Apprentice Training and the school opportunities that should be opened up through George-Deen Federal appropriations for related matter to be taught in the several vocational schools on a part-time basis, with a minimum of 4 hours per week.

I want to assure you that the State board of vocational education in Wisconsin will cooperate with your committee in every way to make effective and worth while the work you are doing. We are already doing that in our cooperation with the Wisconsin Industrial Commission in its apprenticeship program. I have reference in this letter to the President's Committee on Economic Security. For easy reference, I enclose herewith a copy of that part of the committee report which has a bearing on the subject matter of this letter. Kindly keep me advised concerning the progress of the apprenticeship bill, H. R. 6205.

With kind regards and best wishes, believe me, as ever,

Sincerely yours,

GEORGE P. HANBRECHT,
Past President American Vocational Association.

STATE OF ILLINOIS,
DEPARTMENT OF LABOR,
Chicago, April 16, 1937.

Hon. EDWIN M. SCHAEFER,
House of Representatives, Washington, D. C.

DEAR CONGRESSMAN: With reference to House Resolution No. 6205, permit us to express, at this time, our feeling that the passage of this measure is a matter of vital importance in carrying on the program of apprenticeship training, upon which so much time and thought has been expended.

The program is getting into its real swing and should be continued permanently.

The program of the Illinois Committee on Apprenticeship Training is showing very definite results, largely through the assistance and cooperation of the Federal committee.

We trust that nothing will occur to interfere with the passage of this measure and that everything possible will be done to assure the permanency of the Federal Committee on Apprenticeship Training.

Yours very truly,

ILLINOIS COMMITTEE ON APPRENTICESHIP TRAINING,
By MARTIN P. DUBKIN, Chairman.

Hon. WILLIAM P. CONNERY, Jr.,
Chairman, Committee on Labor,

MY DEAR MR. CONNERY: I understand from your letter of April 14, 1937, that you will fully submit the following observations:

(1) With the general purpose of the bill, it is suggested that the word "guard" be changed to "safeguard" in line 4 and 5 refer to "further guard the welfare of apprentices." This is a narrow. In other words, would not better met by changing the wording labor standards and courses and is considered desirable to safeguard and would seem, moreover, to be in line with the word "apprenticeship" in lines 8 and 9 on page 1.

(2) Lines 7 and 8 on page 1 refer to organized labor for the formulation of apprenticeship programs exist in organized labor has little, if any, membership in which organized labor frequently a wide division among which they desire to affiliate. We have tried to read "employers and employees" in place of "organized labor."

(3) Section 2 on page 2 authorizes an advisory committee which, as stated of employer associations, labor organizations, "associations" and "organizations" for example, that many employees' apprenticeship field are not connected with many groups of employees' apprenticeship may not be connected with a list of words "associations" and "organizations" of such organizations being included would make it clear that representatives.

(4) I would also suggest that it be referred to in section 2 on page 2 should be "very truly yours,"

(Whereupon the subcommittee
Apr. 28, 1937, at 10:30 a. m.)

STATEMENTS, LET

The honorable the SECRETARY OF LABOR,
Washington, D. C.

MY DEAR MADAM SECRETARY: I am writing to you regarding the recent month program of promotion should be continued.

It is my thought that the Federal function in an advisory capacity to this fiscal year. In the meantime, I budget a request for small funds to year 1937-38.

Very truly yours,

146253-37-7

TO SAFEGUARD THE WELFARE OF APPRENTICES

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NATIONAL ASSOCIATION OF MANUFACTURERS,
New York, April 22, 1937.

MR. WILLIAM P. CONNERY, JR.,
Chairman, Committee on Labor, House of Representatives,
Washington, D. C.

MY DEAR MR. CONNERY: I understand that your committee is now holding hearings on H. R. 6205, dealing with the subject of apprenticeship, and respectfully submit the following observations.

(1) With the general purpose of the bill we are in thorough accord.
(2) Lines 4 and 5 refer to "furtherance of labor standards necessary to safeguard the welfare of apprentices." There is no objection to this but it seems too narrow. In other words, would not the problem of sound apprenticeship be better met by changing the wording to somewhat as follows: "Furtherance of labor standards and courses and methods of apprenticeship instruction considered desirable to safeguard and promote the welfare of apprentices." This would seem, moreover, to be in harmony with the words "programs of apprenticeship" in lines 8 and 9 on page 1.

(3) Lines 7 and 8 on page 1 refer to the bringing together of "employers and organized labor for the formulation of programs." As a practical matter, apprenticeship programs exist in many industries and plants in which organized labor has little, if any, membership; furthermore, even in plants and communities in which organized labor does have considerable strength there is frequently a wide division among employees as to the particular unions with which they desire to affiliate. We would therefore suggest that this be modified to read "employers and employees, or their representatives, for the formulation of programs."

(4) Section 2 on page 2 authorizes the Secretary of Labor to appoint an advisory committee which, as stated in line 12, should include "representatives of employers, associations, labor organizations." Here again we feel that the words "associations" and "organizations" should be eliminated. It is possible, for example, that many employers who are doing outstanding work in the apprenticeship field are not connected with an employers association; similarly many groups of employees definitely interested in the problem of apprenticeship may not be connected with a labor organization. The elimination of the words "associations" and "organizations" would not prevent representatives of such organizations being included on an advisory committee, but on the other hand would make it clear that representation is not to be limited to such representatives.

(5) I would also suggest that it be specified that the advisory committee referred to in section 2 on page 2 should include educators.

Very truly yours,

NOEL SARGENT, Secretary.

(Whereupon the subcommittee adjourned to meet on Wednesday, April 28, 1937, at 10:30 a. m.)

STATEMENTS, LETTERS, AND TELEGRAMS

THE WHITE HOUSE,
Washington, September 19, 1936.

The honorable the SECRETARY OF LABOR,
Washington, D. C.

MY DEAR MADAM SECRETARY: I am much interested in the progress made in apprentice training in recent months and I firmly believe that the Federal program of promotion should be continued.

It is my thought that the Federal Committee on Apprentice Training should function in an advisory capacity to the National Youth Administration during this fiscal year. In the meantime, I wish you would include in your regular budget a request for small funds to support the committee's activities for the year 1937-38.

Very truly yours,

FRANKLIN D. ROOSEVELT.

AMERICAN FEDERATION OF LABOR,
Washington, D. C., April 20, 1937.

HON. WILLIAM J. FITZGERALD,
House Office Building, Washington, D. C.

MY DEAR CONGRESSMAN: I am in receipt of your letter of April 15 and note that you are chairman of the subcommittee of the Committee on Labor considering H. R. 6205, a bill for Federal apprentice training which was introduced by you on April 7.

I regret exceedingly that important engagements made prior to the receipt of your letter make it impossible for me to appear at this hearing. However, Mr. John P. Frey, the labor representative on the Federal Committee for Apprentice Training, who is also president of the Metal Trades Department of the American Federation of Labor, will appear Friday morning and testify as representative for the American Federation of Labor. It is my understanding that arrangements have been made for his appearance before your committee at 10 a. m.

With best wishes, I am,
Very truly yours,

Wm. GREEN,
President, American Federation of Labor.

APRIL 23, 1937.

Mr. L. H. DENNIS,
Executive Secretary, American Vocational Association, Inc.,
Washington, D. C.

MY DEAR MR. DENNIS: This will advise you that the Subcommittee on Labor, of which I am chairman, has not as yet concluded its hearings on H. R. 6205, providing for Federal apprentice training, as had been planned. For this reason it has occurred to me that you may be in a position by this time to communicate to our committee the position of your organization on this measure.

We have been very glad to receive the views of practically every outstanding organization interested in this type of work, and, knowing of the profound interest of the American Vocational Association in the development of this type of work, the committee is very anxious to learn of your reaction to the bill.

In the event that your legislative committee has not as yet assumed a position, we would nevertheless appreciate your appearing on Monday, April 26, and making a statement giving us your sentiment concerning this type of training, based on your past experience, and in particular your reaction as the result of your last convention. Hearings will start at 10:30 Monday morning, and it is the earnest hope of the committee that you will find it possible to be present to speak either individually or as a representative of your organization expressing their position.

Cordially yours,

WILLIAM J. FITZGERALD.

STATE OF NEW HAMPSHIRE,
OFFICE OF THE BUREAU OF LABOR,
Concord, N. H., April 9, 1937.

HON. WILLIAM J. FITZGERALD,
House of Representatives, Washington, D. C.

DEAR CONGRESSMAN FITZGERALD: It has been brought to my attention that you are introducing a bill, H. R. 6205, for an appropriation to finance apprentice training for the next fiscal period.

Am writing you these few lines to let you know I consider apprentice training one of the finest pieces of work being done in this country at the present time, and I heartily endorse your bill.

Being chairman of the State Apprentice Training Committee for New Hampshire, and as we have started on a program in this State, I trust sufficient funds will be made available to continue the work.

With kindest personal regards,
Sincerely yours,

JOHN S. D. DAVIE,
Labor Commissioner.

HON. WILLIAM J. FITZGERALD,
House of Representatives, W

DEAR SIR: This society is very r understand it, a bill to grant fur carrying on vocational work; and to name their subcontractors in p

During the past 6 years there i prenticeship in our trade and, in f soon experience a distinct shortag sary that more attention be paid i

As regards the bill requiring su that this bill would go a long way bid peddler. Such legislation wou trades and would help them to get

Anything you can do to assist o Yours very truly.

HON. JOSEPH A. DIXON,
House of Representatives, Ho

DEAR SIR: The Ohio State Fed 6205, to enable the United States l note the furtherance of labor st of apprentices and to cooperate i standards.

I understand that this bill is be Representatives and I desire to rec in favor of the purpose of the bi importance that the Department of the protection of labor and appra

I shall be pleased to have you b your committee, so that the other attitude of labor of Ohio in respect

Respectfully yours,

Secretary-Tr

WILLIAM J. FITZGERALD,
Chairman, Labor Subcom
United States

As a member of the apprentice Plumbers, and realizing the necessi ship program, I believe bill H. R. 62 adopted.

Secret

HON. WILLIAM J. FITZGERALD,
Washington, D. C

The Master Plumbers Association bill H. R. 6205 this date.

TO SAFEGUARD THE WELFARE OF APPRENTICES

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THE INTERNATIONAL SOCIETY OF MASTER
PAINTERS AND DECORATORS, INC.,
CONNECTICUT COUNCIL, INC.,
April 23, 1937.

HON. WILLIAM J. FITZGERALD,
House of Representatives, Washington, D. C.

DEAR SIR: This society is very much interested in H. R. 6205 which is, as we understand it, a bill to grant further funds to the Department of Labor for carrying on vocational work; and H. R. 146 which requires general contractors to name their subcontractors in public contracts. During the past 6 years there has been absolutely no attention paid to apprenticeship in our trade and, in fact, all building trades. As a result, we will experience a distinct shortage of skilled artisans. It is extremely necessary that more attention be paid to vocational education in the near future. As regards the bill requiring subcontractors to be named, it is our opinion that this bill would go a long way toward eliminating the so-called chiseler and job peddler. Such legislation would be of immense advantage to the building trades and would help them to get back on their feet again. Anything you can do to assist on these two bills will be greatly appreciated.

Yours very truly,

W. J. WILCOX,
Executive Secretary.

OHIO STATE FEDERATION OF LABOR,
Columbus, Ohio, April 22, 1937.

HON. JOSEPH A. DIXON,
House of Representatives, House Office Building,
Washington, D. C.

DEAR SIR: The Ohio State Federation of Labor is interested in H. R. no. 6205, the United States Department of Labor to formulate and promote the furtherance of labor standards necessary to safeguard the health of apprentices and to cooperate with the States in the promotion of such standards. We understand that this bill is before the Labor Committee of the House of Representatives and I desire to record the Ohio State Federation of Labor as in favor of the purpose of the bill as we believe that it is of the greatest importance that the Department of Labor continue its activities in respect to the protection of labor and apprenticeship standards. I shall be pleased to have you bring this communication to the attention of your committee, so that the other members of it may be informed as to the attitude of labor of Ohio in respect to H. R. no. 6205.

Respectfully yours,

THOS. J. DONNELLY,
Secretary-Treasurer, Ohio State Federation of Labor.

DUBUQUE, IOWA, April 23, 1937.

WILLIAM J. FITZGERALD,
Chairman, Labor Subcommittee,
United States House of Representatives:

As a member of the apprenticeship committee, National Association Master Plumbers, and realizing the necessity of a sound permanent national apprenticeship program, I believe bill H. R. 6205 merits your support, and I hope it will be adopted.

J. W. LUNDON,
Secretary, Iowa Master Plumbers' Association.

HOUSTON, TEX., April 21, 1937.

HON. WILLIAM J. FITZGERALD,
Washington, D. C.:

The Master Plumbers Association in convention passed a resolution endorsing bill H. R. 6205 this date.

JOSEPH NETZER,
Chairman, Resolution Committee.
CLAYTON LEE,
President, Associated Master Plumbers.

Whereas the Associated Master Plumbers of Texas feel that the Federal bill no. 6205, raising the standards of apprentices, is badly needed: Therefore be it

Resolved, That the secretary be ordered to send a copy of this resolution to our several Senators in Washington with our wholehearted endorsement of this bill, and that each member of this organization be induced to write a similar letter to the Representatives of their district in Washington to approve the above bill.

APRIL 22, 1937.

Hon. WILLIAM T. FITZGERALD,
House of Representatives, Washington, D. C.

On behalf of the Connecticut Council of Painting and Decorating Contractors of America, I should like to submit my request that this bill be reported favorably, and carrying an increase over the Budget appropriation for vocational work and apprentice training.

I trust, therefore, that when this bill is presented it will receive your entire support.

W. R. (BILL) MUIRHEAD,
Second Vice President.

APRIL 22, 1937.

- I think it would be advisable for you to write our Congressman in Washington on these two bills, stressing the necessity of their passage.

W. R. (BILL) MUIRHEAD,
Second Vice President.

APRIL 21, 1937.

As a member of the painting industry, I want to impress upon you the necessity of not only renewing the original appropriation carried in this bill, but the dire need of increasing the amount considerably so that the work of the Federal Committee on Apprentice Training can go forward. The need for apprentices in all lines of the construction industry has never been so great and pressing as it is at the present time. The older mechanics are dying out, a great many mechanics during the depression were forced into other lines of business and have never returned to their original work, and many other causes and reasons equally as logical as these could be set forth to establish the fact that unless the National Government does something to provide mechanics for the construction industry, in the next few years there is going to be a shortage that will bring about a

Very truly yours,

MY DEAR CONGRESSMAN: The A. S. Inc., is very much interested in the effort to enable the Department of Labor to establish standards necessary to safely operate with the States in the promotion of training. We have extended our cooperation in the Department of Labor and that interest in the need of a uniform plan of training shall be of great benefit to the construction industry.

As evidence of our interest in a general Committee on Apprentice Training on Apprenticeship, as unanim. in February of this year.

ASSOCIATED
- BY EDW. J. H.

LEAPPE

Whereas, the situation with regard to the Nation, has indeed been difficult

Whereas the situation in the prison is decidedly loose and without proper instances; and

Whereas such adequacy requires
it will be little better than the helper

Whereas it is proposed that for
ing; second, for the making of ap
third, so that someone may constar

...along sound and constructive lines; making a sufficiency of skilled mechanics, that reasonable and economic no one shall prevail: and

Whereas a committee has for some time been studying the conditions that will bring about these conditions of training in the various States; and

Whereas this act entitled "Sugge-
intended merely as a pattern to be
be subject to such modification as ti-
tify: Therefore be it

information that I fear will be appalling. Therefore I trust that you will use your good offices to not only renew the appropriation but to increase it a liberal amount.

Very truly yours,

AMERICAN DECORATORS, INC.,
J. FRANK JONES, President.

THE ASSOCIATED GENERAL CONTRACTORS OF AMERICA, INC.,
Washington, D. C., April 21, 1937.

Hon. WILLIAM P. CONNERY, JR.,
Chairman, Committee on Labor,
House of Representatives, Washington, D. C.

MY DEAR CONGRESSMAN: The Associated General Contractors of America, Inc., is very much interested in the provisions of H. R. 6205, which proposes to enable the Department of Labor to formulate and promote furtherance of labor standards necessary to safeguard the welfare of apprentices and to cooperate with the States in the promotion of such standards.

We have extended our cooperation to the Federal Committee on Apprentice Training in the Department of Labor as requests have been submitted, to the end that interest in the need of training apprentices shall be intensified and a uniform plan of training shall be developed for the various crafts within the construction industry.

It is our understanding that H. R. 6205 proposes to establish as a permanent agency within the Department of Labor the activities as are now being carried on by the Federal Committee on Apprentice Training, and with this we are in accord.

As evidence of our interest in and our support of the activities of the Federal Committee on Apprentice Training, we submit herewith a copy of a resolution on Apprenticeship, as unanimously adopted by our annual convention in February of this year.

We urge your favorable consideration of this bill.

Sincerely yours,

ASSOCIATED GENERAL CONTRACTORS OF AMERICA, INC.,
By EDW. J. HARDING, Managing Director.

APPRENTICESHIP

Whereas the Associated General Contractors of America, Inc., has, since its inception, taken a leading position in advocacy of every sound doctrine relative to or affecting not only construction but all industry; and

Whereas the situation with regard to the youth, as well as the employers of the Nation, has indeed been difficult these past several years; and

Whereas this youth is entitled to its opportunity for adequate training; that it may take its proper place in our social and economic life, and to better fit for citizenship; and

Whereas the situation in the past with regard to apprenticeship has been abominably loose and without proper order and direction except in a very few instances; and

Whereas the Associated General Contractors of America, Inc., believes that if adequacy is to be attained with regard to apprenticeship, it can be so attained only under responsible direction and continuous stimulation; and

Whereas such adequacy requires training in related educational subjects or it will be little better than the helper system; and

Whereas it is proposed that for the purpose, first, of uniformity of training; second, for the making of apprenticeship definitely someone's business; third, so that someone may constantly be stimulating and directing thinking along sound and constructive lines; fourth, that there shall be always in the making a sufficiency of skilled mechanics to meet the industrial requirements; fifth, that reasonable and economic conditions which will work a hardship on no one shall prevail; and

Whereas a committee has for some time had in preparation a legislative act that will bring about these conditions and secure comparative uniformity of training in the various States; and

Whereas this act entitled "Suggested bill for voluntary apprenticeship" is intended merely as a pattern to be followed by the various States, but may be subject to such modification as the circumstances in each State might justify: Therefore be it

Resolved, That the Associated General Contractors of America, Inc., in convention assembled at San Antonio, Tex., February 15 to 18, 1937, most heartily approves the purpose and spirit of the suggested bill for voluntary apprenticeship, and that it recommends to its various chapters and members at large that they do all within their power to secure adequate legislation of this character within their respective States; and be it further

Resolved, That we take this opportunity to express to the members of the representative committee our appreciation for the excellence of the job they have so ably performed in the preparation of this act.

DECEMBER 5, 1935.

APPRENTICE TRAINING NEWS FROM THE OFFICE OF THE FEDERAL COMMITTEE ON APPRENTICE TRAINING, WASHINGTON, D. C.

APPRENTICE TRAINING VIEWPOINTS

The modern apprentice program provides instruction in the "why" along with the "how" or the "understanding" as well as the "doing", says Mr. C. R. Dooley, manager of industrial relations, Socony-Vacuum Oil Co., and industrial representative on the Federal Committee on Apprentice Training, in a statement which follows:

"Apprenticeship is not only needed to develop skilled mechanics which today are so scarce in some lines, but also because it forms a very important link in the whole educational program of the United States. A well-worked-out program of apprentice training has many of the elements of a liberal education in it and is well adapted for any young man who upon leaving high school goes to work instead of college.

"While the final result is the development of skill, the modern apprenticeship program contains instruction in English and scientific subjects related to the trade in hand. In other words a great deal of the 'why' goes along with the 'how', or the 'understanding' as well as the 'doing'."

"I am not sure but what this training is quite as valuable in its broad background as preliminary to executive leadership, as it is for its specific development of trade skill. Many of the future foremen, superintendents, and managers will come from this group of young men, and in such capacity they will, of course, find useful many of these related subjects which have to do with organizations, with elementary economics, with the basic understanding of human nature, and how to handle men, quite as much as with a technical understanding of their trade.

"While the basic consideration of any apprenticeship program should always be that of the best interests of the young men who take it, nevertheless there is a very great and serious interest on the part of industry, because in many instances apprenticeship training is the basic means of developing skilled mechanics. Further there are many instances where the continuous regular employment of thousands of unskilled and semiskilled men depends greatly upon the work of a few highly skilled workmen. Therefore, in a very real sense the training of a skilled mechanic through an apprenticeship program followed by the necessary years of experience provides employment for large numbers of people who might otherwise not find employment."

Mr. John P. Frey, president, metal trades department, representing the American Federation of Labor on the Federal Committee on Apprentice Training places the responsibility for reestablishment of bona-fide apprentice training jointly upon the educator, the employer, and the workmen. Mr. Frey's statement is as follows:

"Originally apprentice training in the United States was under the indenture system. Apprentices contracted themselves to work during the period of apprenticeship with the employer. The employer contracted to give the apprentice full opportunity of mastering the trade and of becoming a competent journeyman. In time indentured apprenticeship became the exception, and adequate apprentice training an impossibility for a large number.

"The first practical step to restore adequate apprenticeship was the formation of the Federal Committee on Apprentice Training with its State committees and the industrial advisory committees in each State. Under the present program the educator, the employer, and the workmen become jointly responsible for the reestablishment of a bona-fide apprentice training."

PUBLISHED MONTHLY

I. Bulletin—Kentucky

Excellent among bulletins explain particular State is "Supervised apprentice training" published by Mr. A. N. May, super secretary of the Kentucky apprenticeship movement. State plan for apprentice training, structural preparation procedures, business must look to the coming generation ordinarily makes operators, grading makes mechanics and many

II. Bulletin—Apprentice

Bulletin no. 2 which is an explanation and the objectives of the program mimeographed form by the Federal are available on request.

III. Article

"Apprentice Training Needed in Texas" by Fred Erhard, secretary of the Texas Industrial Union, November 1935, is a well-written article for apprentice training in Texas, in which he is thoroughly sincere in his that it merits is shown by the following:

"The apprentice program is one needed to the trades. It provides a way into the skilled occupations. This occupation to help build Texas through

IV. Bulletin—Wisconsin

An analysis of Wisconsin's apprentice training has been published of Wisconsin with the title "Wisconsin lists eight important reasons why it also has an exhibit of an apprentice under which apprentices are indentured."

V. Outline—Instruction

Of special interest to all apprentice instructors is a comprehensive material for Apprentices in the Furnace Smith, State supervisor of apprentice line is for the use of instructors mentioning the instruction and training to furnish copies to us, which we request.

VI. Appendix

Copies of the new apprentice agreement form, they may write, in the space provided at the top.

PERSONNEL CHANGES

Changes in personnel of the State in the apprentice training commission, is the new member

PUBLISHED MATERIAL ON APPRENTICESHIP

I. Bulletin—Kentucky apprenticeship committee

Excellent among bulletins explaining the program of apprentice training in a particular State is "Supervised apprentice training", which has been edited and published by Mr. A. N. May, supervisor of trade and industrial education and secretary of the Kentucky apprenticeship committee. The historical origin of the apprenticeship movement is briefly discussed as well as the Kentucky State plan for apprentice training. There is also an interesting section on instructional preparation procedures. In the conclusion Mr. May says, "Every business must look to the coming generation for its future leaders. Specialization ordinarily makes operators. Apprenticeship through a coordinated upgrading makes mechanics and managers, and men of ability."

II. Bulletin—Apprentice training—Bulletin no. 2

Bulletin no. 2 which is an explanation of the organization, the administration, and the objectives of the program of apprentice training has been issued in mimeographed form by the Federal Committee on Apprentice Training. Copies are available on request.

III. Article—Industrial Texas

"Apprentice Training Needed in Texas", is the title of the article by Mr. Fred Erhard, secretary of the Texas committee on apprentice training, published in *Industrial Texas*, November, 1935. This publication is the official organ of the trade and industrial division of the State Department of Vocational Education, Austin, Tex. Mr. Erhard makes a clear case of the needs for apprentice training in Texas, most of which would apply in any other State. That he is thoroughly sincere in his desire for apprenticeship to take the place that it merits is shown by the following statement in his article:

"The apprentice program is one of the biggest things that has ever happened to the trades. It provides a well-organized program for a sound entrance to the skilled occupations. This is a challenge to every man in a skilled occupation to help build Texas through the skill of the people."

IV. Bulletin—Wisconsin's apprenticeship plan

An analysis of Wisconsin's apprenticeship program and how the trades can put it into effect has been published in a bulletin by the Industrial Commission of Wisconsin with the title, "Wisconsin's Apprenticeship Plan." This bulletin lists eight important reasons why apprenticeship is successful in Wisconsin. It also has an exhibit of an apprentice indenture form and the text of the law under which apprentices are indentured in the State.

V. Outline—Instruction material for apprentices

Of special interest to all apprentice supervisors, vocational coordinators, and apprentice instructors is a comprehensive Outline of Related Instruction Material for Apprentices in the Furniture Industry, prepared by Mr. J. Warren Smith, State supervisor of apprentice training for North Carolina. This outline is for the use of instructors who teach the related information supplementing the instruction and training on the job. Mr. Smith has consented to furnish copies to us, which we shall be glad to forward immediately on request.

VI. Apprentice agreement form

Copies of the new apprentice agreement form have been mailed to the secretaries of the State committees. If the committee chooses to use this agreement form, they may write, stamp, or print the name of the committee in the space provided at the top.

PERSONNEL CHANGES ON NEVADA STATE COMMITTEE

Changes in personnel of the State departments have necessitated changes in the apprentice-training committee in Nevada. Mr. James Fitzgerald, labor commissioner, is the new member representing the State labor commission.

Mr. S. A. Kafoury, assistant State director of the reemployment service, represents that department.

NEWS BRIEFS

Mr. K. G. Smith, secretary of the Michigan committee on apprentice training, has sent us a copy of the apprentice agreement in the machinist trade with the Hammond Machinery Builders, Inc., Kalamazoo.

The Iowa committee on apprentice training is using a letterhead on which they have printed the names of the committee members.

APPRENTICE AGREEMENT

This agreement, entered into this _____ day of _____ 193____, between _____ (Name of employer) hereinafter referred to as the employer and _____ (Name of apprentice) born _____ (and if a minor), _____ (Name of parent or guardian) hereinafter referred to as apprentice, and hereinafter referred to as _____ (parent/guardian).

Witnesseth that the employer, the apprentice, and his parent (or guardian) are desirous of entering into an agreement of apprenticeship in conformity with the standards of the _____ committee on apprentice training; and therefore, in consideration of the premises and of the mutual covenants herein contained, they do hereby mutually covenant and agree as follows:

That the employer agrees to employ the apprentice for the purpose of enabling said apprentice to learn and acquire the trade, craft, or business of _____ upon the terms and conditions contained in the schedule marked "A" on the reverse side of this agreement and made a part hereof.

That the apprentice agrees to perform diligently and faithfully the work of said trade, craft, or business during the period of apprenticeship, complying with the training program contained in the said schedule.

That the parent (or guardian) covenants with the employer that the apprentice will duly perform all obligations undertaken herein.

That the apprenticeship term begins on the _____ day of _____ 193____, and terminates upon the completion by the apprentice of _____ (years or hours), of employment for said employer in said trade, craft, or business, as stipulated in the said schedule.

That this agreement is subject to the approval of the State committee on apprentice training; that after approval, annulment will be made by said committee only upon the mutual consent of all parties to the agreement or by the said committee, upon its own motion, after notice to the parties and opportunity to be heard. During the probationary period set out in schedule "A" such annulment may be made by the committee without the formality of such notice or hearing.

That in the event any disagreement or difference in relation to the agreement shall arise between the parties hereto, it shall be referred to the said State committee for arbitration, and the decision of such committee shall be final and conclusive upon the parties.

In witness whereof the parties hereunto set their hands and seals:

(Apprentice) [SEAL] _____ (Employer) [SEAL]

(Address) By _____ (An officer of the firm) [SEAL]

(Parent or guardian) [SEAL] _____ (Address)

Approved by the State committee on apprentice training, by _____ on _____, 193____

1. Extent of the period of the app

2. Schedule of processes to be learn

4. Compensation to be paid:

5. Hours of work and hours of app

6. Special provisions:

INTERNATIONAL SOCIETY OF

FEDERAL COMMITTEE ON APPRENTICE

(Attention of Wm. F. Patterson)

GENTLEMEN: This is to certify to Society of Master Painters and Decorators of the International Society in conformity 8 to 12, 1937, inclusive, official apprenticeship plan for apprentices engaged

Attest:

NATIONAL PAINTING, DECORATING

Formulated through the cooperation of Painters and Decorators, Inc.; the Paperhangers of America; the United Education Division; and the Federal

FOREWORD: TRAINING

Recognizing the obligation of the painting industry to supply the means, to obtain training and education, outline of a standard apprenticeship represent the conservative judgment concerning the essential factors in the Painters and decorators are under health and sanitary protections were responsible for proper selection of applying these materials in a work this apprentice program is based.

SCHEDULE A

1. Extent of the period of the apprenticeship and of the probationary period:

2. Schedule of processes to be learned:

3. Outline of approved instruction:

4. Compensation to be paid:

5. Hours of work and hours of approved instruction:

6. Special provisions:

INTERNATIONAL SOCIETY OF MASTER PAINTERS AND DECORATORS, INC.
Peoria, Ill., February 11, 1937.

FEDERAL COMMITTEE ON APPRENTICE TRAINING,
Washington, D. C.

(Attention of Wm. F. Patterson, executive secretary.)

GENTLEMEN: This is to certify that the executive board of the International Society of Master Painters and Decorators, Inc., in session, and the membership of the International Society in convention assembled at San Antonio, Tex., February 8 to 12, 1937, inclusive, officially approve and endorse the Federal apprenticeship plan for apprentices engaged in the painting and decorating industry.

E. J. BUSH, Secretary-Treasurer.

Attest:

G. GORDON P. MARSHALL, President.

FEBRUARY 1, 1937.

NATIONAL PAINTING, DECORATING, AND PAPERHANGING APPRENTICESHIP PLAN

Formulated through the cooperation of the International Society of Master Painters and Decorators, Inc.; the Brotherhood of Painters, Decorators, and Paperhangers of America; the United States Office of Education, Vocational Education Division; and the Federal Committee on Apprentice Training.

FOREWORD: TRAINING THE NEW GENERATION

Recognizing the obligation of the present generation in the painting and decorating industry to supply the means for young men, who will be their successors, to obtain training and education to fit them for their responsibilities, this outline of a standard apprenticeship plan is made available. The standards represent the conservative judgment of leading painters and decorators concerning the essential factors in the development of a 3-year apprenticeship.

Painters and decorators are under obligation to the public to provide certain health and sanitary protections wherever work is performed. They are also responsible for proper selection of materials to fit each individual job and for applying these materials in a workmanlike manner. It is on these premises that this apprentice program is based.

It recognizes the fundamental principle that painting and decorating work should be done only by properly qualified masters and journeymen, assisted only by indentured apprentices.

This discussion is divided into five parts, namely:

Part I. Standards.

Part II. How to put the program into operation.

Part III. Minimum painting and decorating apprenticeship safeguards.

Part IV. Whom to contact for information.

Part V. Official endorsements.

PART I. STANDARDS

1. *Definition of painter and decorator apprentice.*—A painter's and decorator's apprentice is a person who begins his apprenticeship between the ages of 16 and 21, and; (a) who, as his principle occupation, is engaged in learning and assisting in the trade of painting and decorating, and; (b) who has entered into a written agreement with an employer, an association of employers, an organization of employees, or other responsible agency, which agreement provides for at least 6,240 hours of reasonably continuous employment for such person and for his participation in an approved program of training in skills and related technical and general subjects.

2. *Period of apprenticeship.*—The term of apprenticeship shall be 3 consecutive years.

3. *Preliminary schooling.*—All applicants for painting and decorating apprenticeship must have reached the age of 16 years and have a common-school education.

4. *Shop training.*—During his apprenticeship the apprentice shall receive instruction and experience in all branches of painting, decorating, and, if possible, paperhanging as carried on in the employer's shop necessary to develop a thorough, practical, and skilled mechanic. The apprentice shall perform such other duties as are customary in connection with a painting apprenticeship.

The apprentice shall be given in addition to experience and instruction opportunity to work on finishing work under the supervision of a journeyman or master painter such as may enable him to qualify at the end of his apprenticeship as a skilled mechanic in the art of painting and decorating and paperhanging.

5. *School instruction.*—If the apprentice works or lives in a city which has a vocational school offering an accredited course in painting and decorating instruction or where such a school is available in the immediate vicinity, he shall enroll and attend classes not fewer than 4 hours weekly. Hours of schooling are counted as part of the hours of labor.

6. *Compensation recommended.*—The following is a sample of the way in which a schedule of the wage increase may be set up basing each increase on a percentage of the journeyman's wage:

First 6 months, 30 percent of the prevailing journeyman's wage rate.

Second six months, 35 percent of the prevailing journeyman's wage rate.

Third 6 months, 40 percent of the prevailing journeyman's wage rate.

Fourth 6 months, 50 percent of the prevailing journeyman's wage rate.

Fifth 6 months, 60 percent of the prevailing journeyman's wage rate.

Sixth 6 months, 70 percent of the prevailing journeyman's wage rate.

The journeyman painter and decorator's wage rate prevailing in the community where the apprentice is employed should be used as the base in computing the foregoing apprentice wage schedule.

7. *Apprentice agreement.*—All apprentices shall be required to sign an agreement which is signed also by the employer and approved by a local painting and decorating apprentice committee and a State committee on apprentice training. The apprentice agreement should include at least the following items:

- The date of the signing of the agreement.
- The date of the beginning of the apprenticeship.
- The date of birth of the apprentice.
- The names and addresses of the parties to the agreement.
- The name of the trade the apprentice is learning.
- The number of years to be spent in training and the number of hours to be devoted to class-room instruction.
- A statement that the employer will engage the young man as an apprentice and teach him the painting and decorating trade.

(h) A statement of the minimum well as a schedule of periodic advancement.

(i) A statement of hours of labor.

(j) If possible the number of work in the major divisions of the

(k) A statement that the apprentice of the painting and decorating trade.

(l) A statement that a certificate committee on apprentice training, ship in accordance with the terms

A suggested form of apprentice of the Federal Committee on Apprenticeship the State committee on apprenticeship ment follows:

APPRENTICE

This agreement, entered into this _____ hereinafter referred to as apprentice, and here

(Name of employer) _____ (and if born _____)

referred to as apprentice, and here

Witnesseth that the employer, _____ are desirous of entering into an agreement the standards of the _____ and therefore, in consideration of _____ herein contained, they do hereby agree

That the employer agrees to employ said apprentice to learn and acquire upon the terms and conditions set forth on reverse side of this agreement and

That the apprentice agrees to perform said trade, craft, or business during the training program contained in _____

That the parent (or guardian) of the apprentice will duly perform all obligations

That the apprenticeship term be and terminates upon the completion (hours) of employment for said apprentice stipulated in the said schedule.

That this agreement is subject to apprentice training; that after apprenticeship only upon the mutual consent of said committee upon its own motion to be heard. During the probationary period may be made by the committee hearing.

That in the event any disagreement shall arise between the parties hereunto for arbitration, and the decision shall be conclusive upon the parties.

In witness whereof the parties have hereunto set their hands and seals

_____ (Apprentice) [SEAL]

_____ (Address) _____

_____ (Parent or guardian) [SEAL]

Approved by the State committee on _____, 193____

(h) A statement of the minimum compensation to be paid apprentices, as well as a schedule of periodic advancement in pay.

(i) A statement of hours of labor.

(j) If possible the number of months, weeks, or hours to be devoted to work in the major divisions of the trade.

(k) A statement that the apprentice agrees to perform diligently the work of the painting and decorating trade, during the period of apprenticeship.

(l) A statement that a certificate will be given the apprentice, by the State committee on apprentice training, upon his having concluded his apprenticeship in accordance with the terms of the agreement.

A suggested form of apprentice agreement may be obtained from the office of the Federal Committee on Apprentice Training, Washington, D. C., or from the State committee on apprentice training. A copy of this apprentice agreement follows:

APPRENTICE AGREEMENT

This agreement, entered into this _____ day of _____, 193____, between _____ (Name of employer) hereinafter referred to as the employer and _____ (Name of apprentice) born _____ (and if a minor) _____ (Name of parent or guardian) hereinafter referred to as apprentice, and hereinafter referred to as _____ parent.

Witnesseth that the employer, the apprentice, and his parent (or guardian) are desirous of entering into an agreement of apprenticeship in conformity with the standards of the _____ Committee on Apprentice Training; and therefore, in consideration of the premises and of the mutual covenants herein contained, they do hereby mutually covenant and agree as follows:

That the employer agrees to employ the apprentice for the purpose of enabling said apprentice to learn and acquire the trade, craft, or business of _____ upon the terms and conditions contained in the schedule marked "A" on the reverse side of this agreement and made a part hereof.

That the apprentice agrees to perform diligently and faithfully the work of said trade, craft, or business during the period of apprenticeship, complying with the training program contained in the said schedule.

That the parent (or guardian) covenants with the employer that the apprentice will duly perform all obligations undertaken herein.

That the apprenticeship term begins on the _____ day of _____, 193____, and terminates upon the completion by the apprentice of _____ (years or hours) of employment for said employer in said trade, craft, or business, as stipulated in the said schedule.

That this agreement is subject to the approval of the State committee on apprentice training; that after approval, amendment will be made by said committee only upon the mutual consent of all parties to the agreement or by the said committee upon its own motion after notice to the parties and opportunity to be heard. During the probationary period set out in schedule A such amendment may be made by the committee without the formality of such notice or hearing.

That in the event any disagreement or difference in relation to the agreement shall arise between the parties hereto, it shall be referred to the said State committee for arbitration, and the decision of such committee shall be final and conclusive upon the parties.

In witness whereof the parties hereunto set their hands and seals:

(Apprentice) [SEAL] _____ (Employer)

(Address) By _____ [SEAL]
(An officer of the firm)

(Parent or guardian) [SEAL] _____ (Address)

Approved by the State committee on apprentice training by _____
on _____, 193____

[On back of agreement]

SCHEDULE A

1. Extent of the period of the apprenticeship and of the probationary period:

2. Schedule of processes to be learned: 3. Outline of approved instruction:

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4. Compensation to be paid:

5. Hours of work and hours of approved instruction:

6. Special provisions:

(Prepared and distributed by the Federal Committee on Apprentice Training)

PART II. HOW TO PUT THE PROGRAM INTO OPERATION

In a word, this program is nothing more or less than an effort to assist the painting and decorating trade to strengthen its present apprentice training set-up. In many cities it has become an accepted practice for the master painters and decorators association and journeymen painters and decorators local union to include apprenticeship in their trade agreement. It is not the intention to disturb that practice.

A modern apprenticeship plan must of necessity be more or less of a cooperative undertaking. The following agencies in each State are in a position to help the painting and decorating trade establish the proposed standards:

1. State board of vocational education.
2. State industrial commission or similar body.
3. Master painters and decorators association.
4. Journeymen painters and decorators association.
5. State committee on apprentice training.

In all of the States most of these agencies have given considerable time and energy to the problem of improving standards in the painting and decorating trade through the adoption of regulations and practices aimed to give the widest opportunity for the development of those who are learning the painting and decorating trade.

In order to accelerate the movement the following cooperative plant should be effected between the proper agencies:

A. LOCAL PAINTING AND DECORATING APPRENTICE COMMITTEE

In all cities of each State where vocational school instruction for painting and decorating apprentices is practical, there should be a local painting and decorating apprentice committee consisting of two master painters and decorators, two journeymen painters and decorators, and a representative of the vocational department of the public schools in that city. This committee shall be responsible for the promotion of the local painting and decorating apprenticeship program and its duties shall include all those necessary for the successful operation of the program in the local community. Once the program is in operation the duties of the committee will be continued in most part in an advisory capacity in the administration of the work. This committee should

also act in an advisory capacity in the committee for the purpose of painting and decorating apprentice

B. STATE PAINTING AND

A State painting and decorating in each State to consist of equal men associations together with a or a similar body, and the State board of vocational education, and for the purpose of developing improvement of the standards in the

C. STATE COMMITTEE

Almost all of the States have which has been appointed by the equal representation of employers, board of vocational education, or apprentice training. In several instances on apprentice training have legal departments set up to function. The State committee, or other of ing comprehensive plans which trades for which an apprentice program. Some of the duties which the performing are as follows:

1. To organize and secure cooperation for each trade in which apprentice
2. To establish the program of training
3. To approve and cancel apprentice
4. To issue certificates of completion
5. To cooperate with all recognized other groups interested in the either State or local.

D. COOPERATIVE

1. United States Office of Education, formerly designated as the and organized by congressional act wide program of vocational education interested in all phases of apprentice training. 2. Federal Committee on Apprenticeship, one representative of employees representative of the Office of Education Administration; and one representative to act in a technical consulting, at all agencies concerned with apprenticeship.

PART III. MINIMUM PAINTING AND

1. ELIGIBILITY

The courses for painting and those who are actually engaged properly qualified employers in the Vocational Education Acts for Training.

2. COST

A local board of education may receive education from State or Federal Government for purpose.

also act in an advisory capacity to the State painting and decorating apprentice committee for the purpose of putting into operation the State plan of painting and decorating apprenticeship in the local area.

B. STATE PAINTING AND DECORATING APPRENTICE COMMITTEE

A State painting and decorating apprentice committee should be appointed in each State to consist of equal representation from both master and journey-men associations together with representatives of the industrial commission, or a similar body, and the State board of vocational education.

The State painting and decorating apprentice committee should act in an advisory capacity to the State committee on apprentice training, the State board of vocational education, and the industrial commission, or similar body, for the purpose of developing a comprehensive plan which will lead to improvement of the standards in the painting and decorating trade.

C. STATE COMMITTEE ON APPRENTICE TRAINING

Almost all of the States have a State committee on apprentice training which has been appointed by proper authorities. This committee consists of equal representation of employers, employees and representatives of the State board of vocational education, and other agencies directly interested in apprentice training. In several instances the responsibilities of a State committee on apprentice training have been authorized by legislative action and legal departments set up to function in this capacity.

The State committee, or other designated agency, is responsible for developing comprehensive plans which will lead to higher standards in the various trades for which an apprentice program is advisable.

Some of the duties which the State committees on apprentice training are performing are as follows:

1. To organize and secure cooperation and advice from advisory committees for each trade in which apprentice agreements are to be issued.
2. To establish the program of training for apprentices in the various trades.
3. To approve and cancel apprentice agreements.
4. To issue certificates of completion of apprenticeship.
5. To cooperate with all recognized industrial and labor organizations, or any other groups interested in promoting programs of apprentice training, either State or local.

D. COOPERATING FEDERAL AGENCIES

1. *United States Office of Education, Vocational Education Division.*—This agency, formerly designated as the Federal Board of Vocational Education and organized by congressional action for the purpose of developing a Nation-wide program of vocational education in the recognized occupations, is vitally interested in all phases of apprentice programs.

2. *Federal Committee on Apprentice Training.*—This committee is composed of one representative of employees, one representative of employers, one representative of the Office of Education; one representative of the National Youth Administration; and one representative of the Department of Labor appointed to act in a technical, consulting, and advisory capacity and in cooperation with all agencies concerned with apprentice training.

PART III. MINIMUM PAINTING AND DECORATING APPRENTICESHIP SAFEGUARDS

1. ELIGIBILITY FOR ENROLLMENT

The courses for painting and decorating apprentices must be limited to those who are actually engaged in the painting and decorating trade with properly qualified employers in keeping with the requirements of the National Vocational Education Acts for Trade and Industrial Education.

2. COST OF INSTRUCTION

A local board of education may be reimbursed by a State board of vocational education from State or Federal Vocational Education funds available for the purpose.

TO SAFEGUARD THE WELFARE OF APPRENTICES

TO SAFEGUARD

3. QUALIFICATIONS OF PAINTING AND DECORATING INSTRUCTORS

Every painting and decorating instructor must have qualifications equivalent to those specified in the State plans for vocational education.

4. QUALIFICATIONS OF EMPLOYERS

Every master painter who undertakes to train an apprentice must: (a) Be financially responsible; (b) have had at least 2 years of experience as a master painter.

5. RATIO OF APPRENTICES TO JOURNEYMEN

The ratio of apprentices to journeymen should be according to the prevailing local practice.

PART IV. WHOM TO CONTACT FOR INFORMATION

Anyone desiring information regarding this painting and decorating apprenticeship program and its operation may contact any of the following agencies:

- (a) International Society of Master Painters and Decorators, Inc., 1105 Jefferson Building, Peoria, Ill.
- (b) Brotherhood of Painters, Decorators and Paperhangers of America, Lafayette, Ind.
- (c) State board of vocational education in each State.
- (d) United States Office of Education, Vocational Education Division, Washington, D. C.
- (e) State committee on apprentice training in each State.
- (f) Federal Committee on Apprentice Training, Washington, D. C.

PART V. OFFICIAL ENDORSEMENTS

- 1. International Society of Master Painters and Decorators, Inc.
- 2. Brotherhood of Painters, Decorators and Paperhangers of America.

[Herald Tribune, New York City, Apr. 18, 1937]

CANADA TO TRAIN IDLE YOUTHS IN SKILLED TRADES—\$1,000,000 PROGRAM TO MEET LABOR SHORTAGE GAINS APPROVAL OF COMMONS—TO USE PRESENT AGENCIES—UNIONS TO BE CONSULTED ON APPRENTICESHIP PLAN

(By D. M. Halliday)

TORONTO, April 17.—Overshadowed by industrial unrest focusing itself on the General Motors of Canada plant in Oshawa is Canada's \$1,000,000 program of training young men and women for various trades as a means of alleviating the present unemployment in the Dominion and meeting increasing demands for skilled labor. The appropriation, asked by Minister of Labor Norman Rogers, has been approved by the House of Commons and details are being worked out by his department.

Mr. Rogers said the Government did not propose to establish camps such as the Civilian Conservation Corps operated in the United States, except as they might be necessary in forestry or mining work.

In its training program the Government will use existing agencies, technical schools, and other facilities, instead of setting up new machinery.

SHORTAGE OF SKILLED LABOR

Trade unions will be consulted on the apprenticeship of young men in skilled trades. The prosperity years had encouraged young men to enter apparently more lucrative occupations, "white collar" instead of "overall" jobs. The result has been a recent increasing demand for skilled labor, which cannot be filled unless training such as the new Federal scheme contemplates meets the lack.

The \$1,000,000 youth training fund will be administered by the youth committee of the National Employment Commission, which is headed by Canadian Industries' Arthur Purvis, the only Dominion Government "employee" who flies to and from work in the capital from his home in Montreal.

In replacing the relief ment, the King regime l expended \$30,000,000 an Civilian Conservation C young single unemployed ing to Labor Minister human frustration and agitators to propagate shelter, food, and clothi

RELIEF CAMP CRITICIZED

In replacing the relief camps established by the Bennett "new deal" government, the King regime has cooperated in public-works programs in 1936 that expended \$30,000,000 and made jobs for 40,000 men. Somewhat similar to Civilian Conservation Corps camps in the United States, they housed mainly young single unemployed. In their last year they cost \$9,000,000; but, according to Labor Minister Rogers, they had been even more costly in terms of human frustration and bitterness and had provided a ready-made forum for agitators to propagate subversive doctrines while the Government provided shelter, food, and clothing for themselves and their pupils.

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